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Professional Development, What's the Point? An Insider's Perspective of a 6-day Professional Development Opportunity for Faith Based Youth Workers

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PROFESSIONAL DEVELOPMENT, WHAT'S THE POINT?

AN INSIDER'S PERSPECTIVE OF A 6-DAY PROFESSIONAL DEVELOPMENT OPPORTUNITY

FOR FAITH BASED YOUTH WORKERS

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A Thesis

Presented to

the Graduate School of

Clemson University

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

Parks, Recreation, and Tourism Management

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by

Lee Alexander Dorsam

December 2018

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Accepted by:

Dr. Barry Garst, Committee Chair

Dr. Gwynn Powell

Dr. Harrison Pinckney

ABSTRACT

The Arts, Recreation and Worship Conference is an experiential 6-day event focused on recreation, worship, community, creativity and the arts. It is designed for those who want to deepen their creativity, broaden their leadership skills and experience personal spiritual renewal. ARW is connected to the Presbyterian Church (USA) and welcomes pastors, educators, youth workers, church volunteers, camp and conference professionals, recreation workers of all denominations and anyone interested in the arts, recreation and worship to participate in the workshop (recreationworkshop.org). Because limited information exists about the ways in which faith based youth leaders meet their professional development needs, and a limited body of research exists about core competencies that are impacted by faith based youth leaders professional development programs, the impact of professional development on the ways in which faith based youth leaders implement their programs, and the impact of professional development on faith based youth leaders job-related motivation, there is an opportunity to fill this gap by examining potential change in faith based youth leaders as a result of their participation in a professional development program. Therefore, the purpose of this study is to assess the immediate and long-term impacts that a 6-day professional development program has on a faith based youth leader's core competencies, the implementation of their programs and their motivation toward their job. Data collected as a result of this study will be shared with ARW board members in hopes of providing information to adapt conference programs to better serve faith based youth leaders' professional development needs.

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INTRODUCTION

Faith Based youth leaders (FBYL) are an essential component for developing and delivering effective youth programs and activities within religiously affiliated organizations. As is true within secular youth-serving organizations, the role of a FBYL has evolved over time. "Youth programs of the past were often seen exclusively as a place to play or have fun; however, today the expectations for youth workers and programs include the promotion of the overall positive development of young people within the program" (Borden, Scholmer, & Bracamonte Wiggs, 2011, p. 1).

The FBYL role is multifaceted and requires a youth-centered approach. Many FBYLs invest in their participants beyond the structure of programs. In addition, FBYLs must meet youth on their level, as "close and enduring ties are fostered when mentors adopt a flexible, youth-centered style in which the young person's interests and preferences are emphasized" (Rhodes & Chan, 2008, p. 88). Meeting youth on their level seems simple, yet "adolescent development is multi-dimensional, inter-related, and variable. Physical, emotional, social, intellectual, and spiritual development all change, often simultaneously and sometimes dramatically" (Roehlkepartain & Scales, 1995, p. 18). Because youth are in a constant state of development, FBYL must learn how to adapt their methods of interacting with, teaching, and mentoring youth to best serve youth in their programs. Such adaptation requires FBYLs to be properly prepared for their role with the necessary competencies and skills.

LITERATURE REVIEW

Professional Development

One mechanism for addressing the training needs of FBYL is through professional development. "Professional development is a broad term that can refer to a variety of

education, training, and development opportunities" (Bouffard & Little, 2004, p. 1). Akiva, Li, Martin, Galletta Horner, and McNamara (2016) describe two types of professional development approaches for youth workers in out-of-school time (OST): (1) the General Training Approach and (2) the quality improvement systems (QIT) approach. The General Training Approach is most common and "involves providing opportunities for youth workers to attend professional development workshops in topic areas deemed relevant to the profession" (Akiva et al., 2016, p. 2). These workshops provide "opportunities for networking, information sharing, and social support" (Bouffard & Little, 2004, p. 9) or simply, opportunities to learn. Guskey (1994) called professional development the "primary vehicle in efforts to bring about needed change" (p. 2) within organizations. FBYL are no different than any other professional, they must continue to learn and grow within their role. "Training may help to increase the retention of staff at all levels, as well as to improve program quality for participants" (Bowie & Bronte-Tinkew, 2006, p. 2). An important discussion within the youth development field is identifying knowledge and skill areas that are necessary for youth workers to be successful.

FBYL Core Competencies

Core competencies for youth workers have become a standard for youth-serving professionals, as they define "skills that leaders in national youth-serving systems (including some faith-based national organizations) see as essential for effective frontline youth work" (Garza, Altman, Roehlkepartain, Garst, & Bialeschki, 2007, p. 13). For example, the National Collaboration for Youth identified ten youth development worker competencies, including: (1) developing positive relationships and communicating with youth; (2) demonstrating the attributes and qualities of a positive role model; (3) involving and empowering youth; (4) interacting with and relating to youth in ways that support asset building; (5) working as part of a team and showing professionalism; (6) respecting

and honoring cultural and human diversity; (7) adapting, facilitating, and revaluating age-appropriate activities with and for the group; (8) identifying potential risk factors in the program environment and taking measures to reduce those risks; (9) understanding and applying basic principles of child and adolescent development; and (10) caring for, involving and working with families and community (Garza et al., 2007, p. 16). A 2007 study found that at least 32 percent of faith-based youth workers felt that they needed additional training in each of the core competencies (Garza et al., 2007, p. 16). Furthermore, at least 50 percent of faith-based youth workers desire additional training in six of the ten core competencies. Training and education regarding competencies and core content are essential for effective program development, however, how FBYLs implement programs is just as important.

FBYL Program Implementation

Accomplishing goals and outcomes for programs can be achieved through a variety of ways, nonetheless, "evaluations too often focus solely on program outcomes without considering how the program and its components actually produced the observed results" (Duerden & Witt, 2012, p. 2). Methods for program implementation need to be evaluated alongside all other components of programming. Diverse programs utilize diverse methods. While one method for implementing a program works within a specific community, those methods might not be conducive within a differing demographic. "Without understanding the role of staff training in the program's success, other organizations that attempt to replicate the program may not realize the same outcomes" (Duerden & Witt, 2012, p. 3). If organizations are measuring the effectiveness of their FBYL or programs, there needs to be an understanding that "assessment of implementation is essential for assessing the internal and external validity of interventions" (Durlak & DuPre, 2008, p. 328). Consequently,

successful program implementation as well as the achievement of program outcomes are often influenced by the motivations and job-satisfaction of FBYLs.

FBYL Motivation

Motivation is an important factor for understanding FBYL performance. Organizations can identify core competencies needed for successful youth workers, and they can provide strategies for success program development and implementation, but motivation to learn and achieve success is decided by the individual FBYL. As noted by Borzaga and Tortia, (2006) "workers in nonprofit organizations, and especially in social cooperatives, give more importance to workforce involvement" that is, "they are more concerned with intrinsic reasons for choosing the organization and attach greater value to the interaction with users" (p. 236). FBYL are motivated by the "good" their work can provide within the community, and if this is the case, then we can also explore how motivation within job-related responsibilities can be maximized.

PURPOSE AND RESEARCH QUESTIONS

Because limited information exists about the ways in which FBYL meet their professional development needs, and a limited body of research exists about core competencies that are impacted by FBYL professional development programs, the impact of professional development on the ways in which FBYLs implement their programs, and the impact of professional development on FBYL job-related motivation, there is an opportunity to fill this gap by examining potential change in FBYL's as a result of their participation in a continuing education program. Therefore, the purpose of this study is to assess the immediate and long-term impacts that a five-day continuing education program has on a FBYL's core competencies, the implementation of their programs and their motivation toward their job.

- Why do participants choose to attend ARW?

- Do participants' perceptions of buy-in and their experience change due to ARW attendance?

- Does ARW attendance have an impact on participants' job-related motivation?

- Is ARW delivering content and experiences that enhance the skill sets of FBYL's?

PROPOSAL

Study Context

The context of the proposed study will be the Arts, Recreation and Worship Conference (ARW), a six-day conference sponsored by Re:Create and hosted at the Montreat Conference Center in Montreat, North Carolina. Each year at the ARW conference, one hundred to two hundred FBYL gather in Montreat, North Carolina in order to learn, network, and absorb new information and methods for better serving their youth participants. The week is spent attending workshops aimed at providing religiously affiliated workers new tools to update and expand their program offerings. The population of this study will be all of the faith-based youth leaders (FBYL) that attend the ARW conference, and the sample will ideally be at least one hundred participants that choose to respond.

Study Design

A mixed method design will be implemented utilizing a quantitative pretest, posttest, and three-month posttest questionnaire as well as post-intervention focus groups. The questionnaire will be distributed to ARW participants, either online (utilizing Qualtrics)

or in-person (pencil/paper). The questionnaire will contain items related to FBYL characteristics (i.e., denomination, position held within their organization, years of experience, etc.), which will lead to specific questions about participants' reactions to the workshops in relation to their perception of personal core competencies, methods of implementing organizational programs as designed, as well as their motivations within job-related responsibilities. To further illuminate the impact ARW has on the youth worker, open-ended questions will be provided to allow for explanatory responses. The pretest questionnaire will be administered before ARW participants attend any conference workshops, and a posttest questionnaire will be administered after the closing of the conference in hopes of illuminating any immediate self-reported changes in FBYL. A final questionnaire will be sent electronically three months after the conference to determine longer-term impacts on FBYL core competencies, implementations of programs, and motivations within their organizational role.

Post-conference focus groups (2) will be facilitated in order to explore deeper themes, details, and perceptions of participants' experiences. ARW staff will conduct the first focus group and its purpose will be to solicit reflections and perceptions of first time participants. The second focus group will be conducted post-conference with a convenience sample of participants in order to utilize reflective analysis for self-reported outcomes and changes. Focus group content and questioning will focus on participants' motivations for attending ARW as well as any self-reported changes in participants' competencies, motivations within their jobs and implementation of their programs. The purpose of the focus groups will be to support the quantitative data in hopes of strengthening the results.

Models and Measurements

Three core competency models have been identified that can inform the model that will be selected for this study. The National Institute of Out-of-School-Time (NIOST) (Cambridge, Ghosh, Jonas, Matloff-Nieves, & Quinn, 2012), the National Afterschool Association (NAA) (National AfterSchool Association, 2011), and the 4-H Professional, Research, Knowledge, and Competencies (PRKC) (Stone & Rennekamp, 2004) have developed competency models suitable for measuring impacts of ARW on FBYL. For this particular study, the NIOST competency model best suits FBYL's organizational responsibilities while presenting core competencies in a manner that is easily understandable and relatable to participants. In hopes of creating a specific, concise means of collecting quantitative data, the core competency models will be adapted to create an Importance-Performance Analysis (IPA). The IPA "has shown the capability to provide service managers with valuable information for both satisfaction measurement and the efficient allocation of resources, all in an easily applicable format" (Wade & Eagles, 2003, p. 197). "An attribute with low performance and high importance constitutes an obvious opportunity for improvement for a company conducting a job satisfaction survey" (Eskildsen & Kristensen, 2006, p. 41). Participants will be asked to rate the importance of each core competency within their organizational responsibilities before indicating their level of expertise for each of the given competencies. The objective of the IPA will be to identify, by way of the importance-performance gaps, which of the core competencies are in need of immediate attention and resources for continuing development.

Additionally, a recently developed program implementation measure has been identified called the Facilitator Characteristics and Programmatic Contributions Scale (FCPC) (Gagnon, Garst, & Stone, n.d., p. 4). The FCPC has been used with over 121 program facilitators from three different university programs and has been found to be a reliable and valid way to measure program implementation. To measure job-related motivation, the

Work Extrinsic and Intrinsic Motivation Scale (WEIMS) has been identified as a promising measure that could be used to inform focus group questions and thus will be integrated into this study (Tremblay, Blanchard, Taylor, Pelletier, & Villeneuve, 2009).

Study Participants

ARW board members have approved personal (at the conference) and electronic access to participants. As of today, 175 participants are registered and ARW is expecting additional reservations in the coming weeks. These participants include ordained and non-ordained congregational FBYL as well as some religiously affiliated summer camp directors. Despite the support and access to conference resources there are potential barriers to reaching participants.

Since access to the conference as an intervention for this study has been approved on such short notice, it could become difficult to make participants aware of the research in an appropriate amount of time. Furthermore, once participants vacate the conference location, contacting and enticing them to complete a third questionnaire could become cumbersome and inconvenient for many. Alleviating the difficulty and inconvenience is vital to ensuring sufficient and reliable response rates. Incentives or "some kind of reward, compensation, or token value to increase the respondent's motivation to complete the survey" (Church, 1993, p. 63) will be vital to ensuring responses. Incentives for participation could be: a gift card for program supplies, future registration fees to the conference, or educational opportunities supported by the Montreat Conference Center.

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METHOD

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Study Design and Participants

A concurrent triangulation, mixed method design (Hanson, Crewel, Plano Clark, Petska, & Creswell, 2005, p. 229) was implemented utilizing a quantitative approach (i.e., pretest and posttest questionnaire) as well as a qualitative approach (i.e., focus groups). The questionnaire (at both pretest and posttest time periods) was distributed to a population of 173 ARW participants via email through the conference registration office. Focus groups were conducted twice—once at the mid-point of the conference and again at the end of the conference.

Participants included ordained and non-ordained congregational FBYL as well as religiously affiliated summer camp directors. A total of 18 participants (173 total population divided by the 18 members of the sample=9.6% response rate) completed both the pretest and posttest. Of those 18 participants, 17 identified as women while one participant identified as male. Ages of participants completing the pretest and posttest ranged from 24 to 60, with a mean age of 37.33 (SD=11.35). Three (16.7%) of those 18 participants had been working with youth for 1-5 years, 5 (27.8%) for 6-10 years, 7 (38.9%) for 11-15 years, 1 (5.6%) for 16-20 years, and 3 (11.1%) for over 21 years. Eleven (61.1%) participants had previously attended ARW while, 7 (38.9%) were attending for the first time, and 1 person did not respond to that question.

Quantitative Method (Questionnaire)

The questionnaire contained items related to participants' (1) demographics, (2) perceptions of the influence of the workshop on core competencies, (3) perceptions of the influence of the workshop on participants' ability and decision to implement programs as designed, and (4) perceptions of job-related motivations. To further illuminate the impact ARW has on FBYLs, open-ended questions were asked to allow participants to provide explanatory responses related to their perceptions of how ARW has or has or has not

impacted core competencies, motivations, and implementation methods. The pretest questionnaire was administered before ARW participants attended any conference workshops, and the posttest questionnaire was administered after the closing of the conference. Components of the questionnaires are described below.

Core Competencies

Questions related to core competencies, defined as "practical guidelines" that "focus on knowledge and skills that can be learned" and relate directly to youth work (Cambridge et. al, 2012, p. 3), were adapted to create an Importance-Performance Analysis (IPA)-formatted measure to assess participants' self-reported perceptions of both the overall importance of each competency to their job-related work and also their performance within each competency within their job-related roles. Researchers who have used the IPA approach have noted the usefulness of the matrix that results from an IPA format. Eskildsen and Kristensen (2006) stressed that "an attribute with low performance and high importance constitutes an obvious opportunity for improvement" (p. 41). In this study, IPA was selected as an approach because of its ability to provide an assessment of ARW participants' perceptions of which competencies they value and how they meet or fail to meet that value with their own performance. Specifically, the IPA distinguishes gaps between how important participants perceived each competency to be as well as their performance in each competency area following participation in ARW. To respond to IPA-formatted questions, participants were asked to rate the importance of each of the 8 core competencies within their organizational responsibilities on a 5-point Likert scale (1-not at all important, 5-extremely important) when they completed the pretest before indicating their level of expertise (i.e., performance) (1-not at all effective, 5-extremely effective) for each of the given competencies when they completed the posttest. The objective of the IPA was to identify, by way of the importance-performance gaps, which of the core

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competencies were enhanced by ARW and which were still in need of attention, resources, and continuing development.

Program Implementation

Program implementation, defined as what "a program consists of when it is delivered in a particular setting" (Durlak & DuPre, 2008, p. 329), was measured via the Facilitator Characteristics and Programmatic Contributions Scale (FCPC) (Gagnon, Garst, & Stone, 2015, p. 4). The FCPC was founded on the idea that "the facilitator and their characteristics clearly can have an impact on program implementation" (Gagnon et. al, 2015, p. 3). This measure was selected because it differentiates between facilitator buy-in, or "the degree to which a person recognizes an experience or event is useful for training" (Alexander, Brunye, Sidman, & Weil, 2005, p. 8) and facilitator experience related to program implementation. FBYL's are exposed to a variety of workshop facilitators and thus, a variety of implementation methods. ARW provides a unique opportunity for FBYL's to develop an understanding of their strengths and weaknesses within program implementation and how their experience and attitudes impact their programs. The FCPC has been used with over 121 program facilitators from three different university programs and has been found to be a reliable and valid way to measure program implementation (Gagnon et. al, 2015). The FCPC is a 15-item scale where each item is measured on a 7-point Likert scale (1-strongly disagree, 7-strongly agree). Participants were asked to rate themselves according to their perceptions of each item before the conference and immediately after the conference. In this study, the objective for implementation was to evaluate whether nor not participants' perceptions of buy-in and facilitator experience changed due to their attendance and involvement at ARW.

Job-Related Motivation

Job-related motivation is defined as "a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity and duration" (Pinder, 1998, p. 11). Within this study, job-related motivation was measured with the Work Extrinsic and Intrinsic Motivation Scale (WEIMS) because it assesses different forms of motivation including intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation (Tremblay, Blanchard, Taylor, Pelletier, & Villeneuve, 2009). This measure was selected because it provides insight into FBYLs' job-related motivation or lack thereof. As previously stated, "training may help to increase the retention of staff at all levels" (Bowie & Bronte-Tinkew, 2006, p. 2) and "limited or inadequate training leads to staff lacking the competence and confidence to implement program elements, resulting in increased levels of burnout and shortened tenure among staff" (Hartje, Evans, Killian, & Brown, 2008, p. 29). This study explores FBYL job-related motivation and how motivation may be influenced by information gathered from workshops and events at ARW. The structure of the measure illuminates the specific forms of motivation or amotivation for FBYL's within their job-related responsibilities; it "is divided into six three-item subscales, which correspond to the six types of motivation" (Tremblay et. al, 2009, p. 216). Additionally, the six subscales are compartmentalized into work self-determined motivation (i.e., intrinsic motivation, integrated regulation, and identified regulation), work nonself-determined motivation (i.e., introjected regulation and external regulation), and amotivation (i.e. lacking intent to act or to act passively) (Tremblay et al., 2009). Participants were asked to rate themselves on a 7-point Likert scale (1-does not correspond at all, 7-corresponds exactly).

Open-Ended Questions

Open-ended questions were included in the post-ARW questionnaire to provide additional information about how ARW may have impacted participant skills related to competence, motivation, or implementation. These open-ended questions provided qualitative data considered important for methodological triangulation due to the small sample size in this study. Two questions were asked for each concept, totaling six open-ended questions. The questions were: (1) which workshops, events, or aspects of ARW were the most influential regarding job-related competencies within your work; (2) how, if at all, did the ARW workshops and events influence your job-related competencies and how well you perform your work; (3) why did you choose to attend ARW; (4) how, if at all, has attending ARW impacted your motivation to perform job-related tasks within your current role; (5) how, if at all, did the workshops you selected impact how well you facilitate programs as designed, and (6) to what extent, if at all, do you feel more equipped or experienced to lead/facilitate groups after attending ARW.

Qualitative data collected through these open-ended questions were triangulated with responses to the scaled questions, providing additional data regarding "how" and "why" the conference might be important for growth in competency, motivation, and implementation skills. They provided depth and more specific insight into the experiences of FBYL's. Additionally, open-ended questions acted as means of triangulation [i.e., "the observation of the research issue from (at least) two different points" (Flick, 1992, p. 178)] so that "organizational researchers can improve the accuracy of their judgments by collecting different kinds of data bearing on the same phenomenon" (Jick, 1979, p. 602).

Quantitative Analysis

Demographics

Demographic information was collected by way of the pretest questionnaire. Participants were asked questions about their current work roles and work history, age, and education. Questions included, "which of the following best describes your tenure in your current role?"; "how long have you been working with youth?"; "what is your role within the organization you are representing at ARW?"; and "what is the highest level of school you have completed or the highest degree you have received?" Responses were downloaded from Qualtrics and uploaded into SPSS to calculate means, standard deviations, and compare responses.

Importance-Performance Analysis of Competency Score

Participant responses for importance and performance scores reflecting core competencies were downloaded into SPSS Version 23.0 for analysis. Pretest and posttest importance and performance means were calculated for each competency, with importance scores plotted on the y-axis and performance on the x-axis. Grand Means for both importance and performance scores were calculated to create the two axes and divide the values into the IPA quadrants. The Grand Mean (See Table 1) for importance was used as the x-axis and the Grand Mean for performance was used to determine the y-axis (Chaudhary & Warner, 2016). In addition to plotting mean scores for importance and performance, gap values were calculated by subtracting importance scores from performance scores. The larger the absolute value of the gap score, the larger the discrepancy between how participants perceive a competency and their own ability (See Table 1). Large, negative scores are the values of interest as they show a high importance score accompanied by low performance, indicating that participants perceived their skills do not meet the value of the given competency.

Median Differences in Competency, Motivation and Implementation

Data collected from the scaled measures were downloaded from Qualtrics and uploaded into SPSS Statistics software, Version 23 in preparation for analysis. Differences between participants' pre and post-ARW responses were tested in two ways to examine both statistical significance as well as programmatically meaningful differences. Because of the small sample size (lower than 30) and the non-normal distribution of the data, nonparametric tests were used (Siegel & Castellan, 1988). First, a Wilcoxon signed-rank test (i.e., the nonparametric equivalent to the paired- samples t-test) was used to determine whether there was a significant median difference (at a 95% confidence level or $p<.05$) between participants' average pre-ARW and post-ARW scores. (Note: The Wilcoxon signed-rank test used median values to determine ranks, rather than mean values which are used in a paired sample t-test.) Second, difference scores were calculated between pre and post-ARW values of motivation and program implementation to evaluate change in participants' perceptions.

Open-ended Questions

Open-ended responses were also downloaded from Qualtrics and entered into Microsoft Excel spreadsheets. Six open-ended questions were asked through the posttest, allocating two questions for each of the three constructs (i.e. competency, motivation, and implementation).

Conventional content analysis (Hsieh & Shannon, 2005) was used to code the open-ended responses based on frequency and/or salience. This process initiates the development of "labels for codes that emerge that are reflective of more than one key thought" and "often come directly from the text" (Hsieh & Shannon, 2005, p. 1279). From the initial codes, groups of codes or main categories were constructed (Pandit, 1996). Eight themes were then constructed from the categories that emerged from the coding process.

These themes were used to display a broader picture of what participants were experiencing at ARW regarding their core competencies, job-related motivations and program implementation.

Qualitative Method (Focus Groups)

Two focus groups were conducted, with one focus group held on the second day of the conference and another on the last day of ARW. The mid-conference focus group was facilitated with nine ARW participants that had previously attended the conference. Focus groups are "a form of group interview that capitalizes on communication between research participants in order to generate data" (Kitzinger, 1995, p. 299), they provide a platform for conversation. Focus group participants are given the opportunity to interact, ask questions and provide additional comments which can be "useful for exploring people's knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way" (Kitzinger, 1995, p. 299). The focus group was conducted via a convenience sample of participants or (i.e. "nonrandom sampling in which members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Farrokhi & Mahmoudi-Hamidabad, 2012, p. 785)). Participants were to invited to participate if they met the following criteria: (1) had attended ARW before, (2) available within the conference-allocated time slot, (3) willing to participate, and (4) could be contacted in person by the researcher to schedule their focus group. Focus group content and questioning focused on participants' motivations for attending ARW as well as any self-reported changes in participants' competencies, motivations within their jobs and implementation of their programs. ARW allocated a classroom and twenty-five minutes, between lunch and the first afternoon workshop, for the facilitation of the mid-conference focus group. As stated previously, there were nine

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total participants, seven females and two males, all of which had attended ARW before. Focus group questions concentrated on participants' motivations to attend ARW and how their experiences impact their perceptions of their own competency development, how they implement their programs, and how they are motivated within their work. These questions included: (1) "why do you continue to come to ARW?"; (2) "how has continuing to come here impacted your motivation for your own job-related tasks?"; and (3) "how do the workshops impact your skill sets and how you implement your programs?".

The post-conference focus group was held with 17 first-time participants on the last day of the conference. As is done each year, every first-time participant is invited to participate in the post-conference focus group. ARW staff conducted the focus group and its purpose was to solicit reflections and perceptions of first time participants. The purpose of the focus groups was to support the quantitative data by providing depth and context to the quantitative findings. Conference staff conducted the second focus group with the intention of illuminating strengths and weaknesses as reported by first time participants. ARW Board of Directors permitted the researcher to record the second focus group as an observer. Questions asked by ARW staff were: (1) "how did you hear about ARW?; (2) "what were some of the good things from the week/what makes you want to come back?; and (3) "what were any changes you would make or were maybe a low for the week?". The researcher had time at the conclusion of the focus group to ask two questions. Those questions were: (1) "how has this week, this conference, impacted your motivation within your role in your current job?" and (2) "how do you feel, or don't feel, this conference has impacted you in terms of your skill set within your role?"

Qualitative Data Analysis

Focus group recordings were transcribed by the researcher for the process of open coding or the "labeling and categorizing of phenomena as indicated by the data" (Pandit, 1996, p. 10). After the initial process of categorizing the data, patterns and connections were determined that provided the development of 11 themes and descriptions. A theme is the "main product of data analysis that yields practical results in the field of study" (Vaismoradi, Jones, Turunen, & Snelgrove, 2016, p. 101). Themes are representations of the patterns and groupings of codes inductively illuminated from the focus group conversations (Strauss & Corbin, 1998). Focus group themes were constructed by: classifying codes (i.e. grouping large spectrums of codes), comparing codes (i.e. reveal the link between codes), labeling (i.e. capture what's important), translation (i.e. putting to words), and defining/describing (i.e. describe how theme is identified) (Vaismoradi et. al, 2016).

Trustworthiness procedures to ensure reliability and validity of the data included peer review of the research project (Starbuck, 2003), member checks (Shenton, 2004), and the identification of negative cases (Patton, 1999). Codebooks, transcriptions, and themes were provided to the researcher's peers with the understanding that "fresh perspective that such individuals may be able to bring may allow them to challenge assumptions made by the investigator" (Shenton, 2004, p. 67). Additionally, themes and a data summary were sent to focus group participants to ensure "verification of the investigator's emerging theories and inferences as these were formed during the dialogues " (Shenton, 2004, p. 68). The peer review process combined and condensed the original 11 themes into 8, with one theme removed completely due to its repetitiveness. After the researcher revised the themes, the peer reviewer confirmed the accurate representation of themes for the focus group data. The themes were then sent to focus group participants for member check. Focus group participants confirmed the researcher's analysis of the conversation, voicing their support for the constructed themes as accurate representations of their opinions and

statements.. Negative cases, "rival or competing themes and explanations" (Patton, 1999, p. 1191) were useful for strengthening the analysis due to their ability to suggest explanations for what is happening in the data for the broader sample (Bazeley, 2009).

RESULTS

This section presents the quantitative and qualitative findings. Because these findings were triangulated, qualitative data from the questionnaire as well as the focus groups is integrated to provide confirmatory or discrepant information to the quantitative findings.

Pretest IPA for Competency

Figure 2 represents the self-reported mean values of ARW participants' perceptions of the importance of youth worker competencies as well as their overall performance regarding youth worker competencies before attending the conference. The lone competency in quadrant 1 (i.e., keep up the good work) indicates that ARW participants believe that their perception of importance regarding how to behave professionally aligns with their perception of their ability to do so. However, every other competency falls into quadrant 2 (i.e., concentrate here). These results indicate that ARW participants are not satisfied with their overall abilities within these competencies when compared with their perceptions of the importance of the competencies in relation to their job. The "concentrate here" quadrant simply means that attention should be given to the continued education and development of these youth worker competencies.

IPA Quadrants

|	
Q2 Concetrate Here	Q1 Keep Up the Good Work
Q3 Low Priority	Q4 Possible Overkill
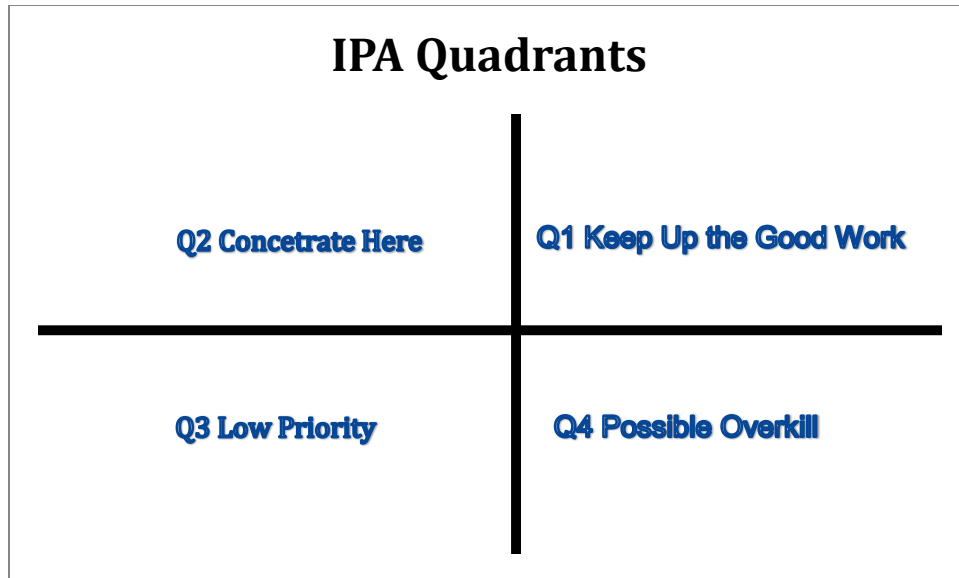
Figure 1. *Traditional Importance-Performance grid.*

These IPA pretest results—that is, the need for continued education and the development of competencies—were also reflected in the open-ended responses. For example, one participant shared, "Advanced Youth Ministry made me think more deeply and critically about our program and our goals." This statement suggests a belief that the youth worker competency "knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program" is important while also suggesting that the participant has lacked resources and ideas for how to do so prior to their arrival at ARW. Another participant stated:

> both facilitators of my workshops had a plan but had to be flexible when dealing with different skill levels of their students, so that each student could meet the objective. The classroom is fluid and dynamic and a good facilitator needs to know their goals but employ deft to get there sometimes.

This participant's view reflects the importance of the "ability to effectively implement curricula and program activities", more specifically how to "(2) prepare lesson plans that

engage participants" and "(4) routinely assess progress toward goals and adjust activities as necessary." Attending ARW workshops gave this participant new perspectives and tools to increase their overall performance in their ability to implement curriculum and lesson plans.
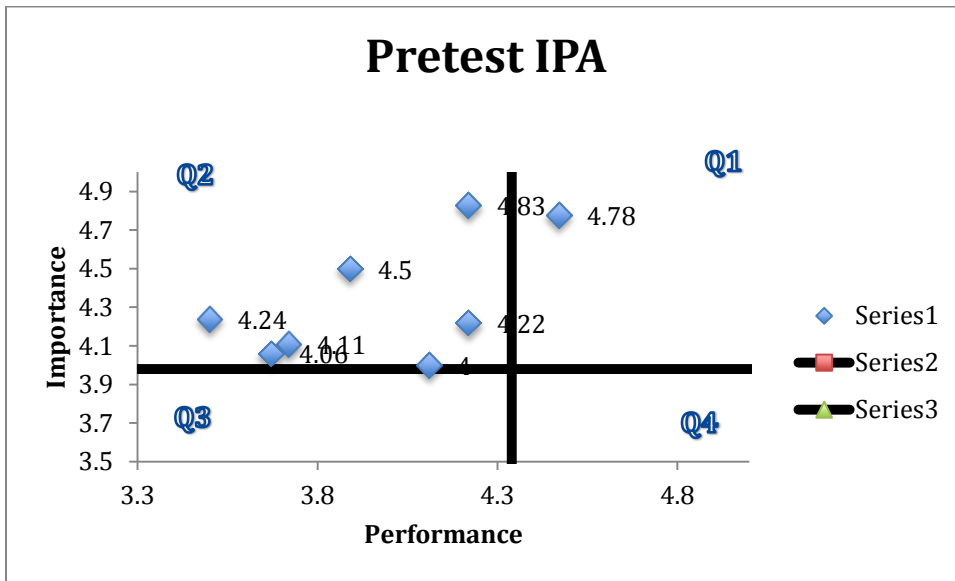
Figure 2. *Represents pre-importance and pre-performance scores for core competencies. Grand Means for importance (3.98) and performance (4.34) are used for creation of quadrants.*

Posttest IPA for Competency

Figure 3 represents the self-reported mean values of ARW participants' perceptions of the importance of youth worker competencies as well as their overall performance regarding youth worker competencies after having attended the conference. Three competencies fall into quadrant 1 (i.e., keep up the good work), demonstrating high performance scores for those competencies with high importance scores: "Ability to promote an inclusive environment", "ability to comply with applicable safety and emergency requirements", and "ability to behave professionally." After attending ARW, only

two youth worker competencies remain in quadrant 2 (i.e., concentrate here): "ability to develop leadership, team-building, and self-advocacy skills" and "knowledge of the principles and practices of child and youth development." This suggests that content provided within ARW workshops and events may not be meeting the overall demand for more tools, resources, and development within these two competencies.

Despite no change in quadrants for "knowledge of the principles and practices of child and youth development" from pretest to posttest, in the open-ended responses one participant expressed that the workshops succeeded in providing meaningful knowledge: the participant proposed that "...both [workshops] helped me understand youth ministry more and how to be more inclusive and creative with the kids." Another participant indicated the importance of their continuing education experience on their industry knowledge at ARW:

> to really feel like I am getting my education continued in the things that I really care about around youth ministry is valuable because I'm realizing, like, there's not anywhere else I can that. You pick up practices here and there as you go to things and there are other conferences, but this one does a really good job of that.

A first-time focus group participant said that attending ARW "kind of helped me see what, what else I could be doing in my role as a pastor. And it made me realize that I wish I had, you know, started doing this a long time ago".

Figure 3. *Represents post-importance and post-performance scores for core competencies. Grand Means for importance (4.26) and performance (4.06) are used for creation of quadrants.*
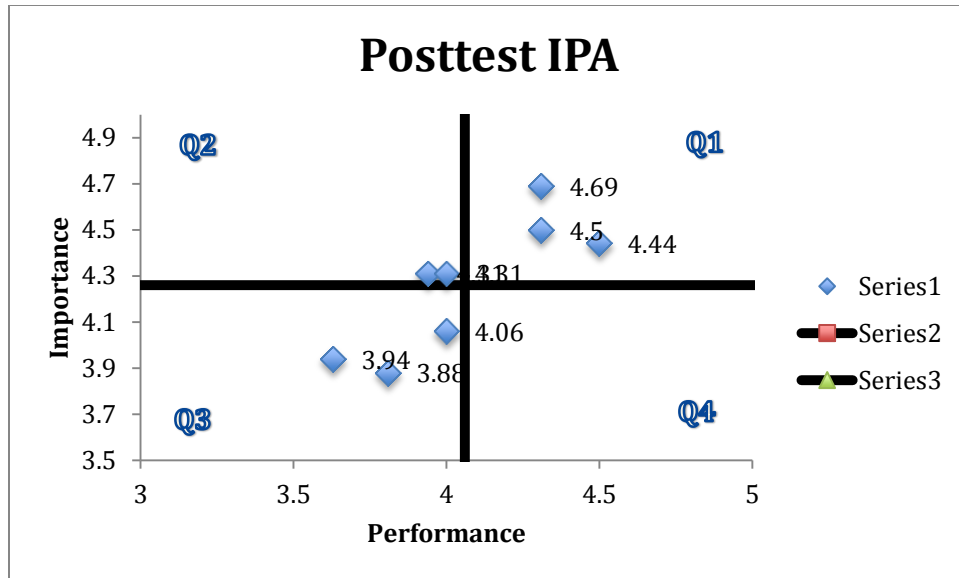
Pre Importance-Post Performance IPA for Competency

Figure 4 reflects participants' perceptions of overall importance of youth development competencies before their arrival at ARW in comparison to their perceptions of how well they perform each skill within the context of their work. This method was used for its ability to assess participants' experiential learning at the conference (Pitas, Murray, Olsen, & Graefe, 2017). Five of the youth worker competencies fall within quadrant 2 (i.e., concentrate here): "knowledge of the principles and practices of child and youth development and ability to use knowledge to achieve the goals of the program", "ability to comply with applicable safety and emergency requirements", "ability to promote an inclusive, welcoming, and respectful environment that embraces diversity", "ability to develop leadership, team-building, and self-advocacy skills among participants", and "ability to foster academic and non-academic skills and broaden participant horizons." Participants

assigned these competencies higher importance scores than performance scores. "Ability to behave professionally" is the lone competency within quadrant 1 (i.e., keep up the good work), indicating that participants feel that their performance meets their high expectations. The last two competencies, "ability to promote responsible and healthy decision-making among participants" and "ability to effectively implement curricula and program activities" fall within quadrant 3 (i.e., low priority) because of both low importance and performance scores. The gap values in Table 1 are mostly negative, indicating that participants feel that their performance within each competency does not meet their perception of importance. If ARW participants feel as though their performance levels within each competency are not adequately meeting competency standards, it could mean that participants are not receiving enough tools and resources from their conference experiences to become more equipped within their job-related skills.

Table 1. *Mean Importance representing participants' pre-ARW perceptions of overall importance of each competency as related to their work. Mean Performance representing participants' perceptions of overall performance within each competency after ARW.*

Competency	Mean Importance	N	SD	Mean Performance	N	SD	Gap
Inclusive	4.83	18	0.383	4.31	16	0.602	-0.52
Knowledge	4.5	18	0.514	4	16	0.516	-0.5
Academic	4.11	18	0.758	3.63	16	0.619	-0.48
Leadership	4.24	17	0.664	3.94	16	0.68	-0.3
Professionally	4.78	18	0.428	4.5	16	0.516	-0.28

Implement	4	18	0.84	3.81	16	0.544	-0.19
Healthy	4.06	17	0.748	4	16	0.73	-0.06
Safety	4.22	18	0.878	4.31	16	0.602	0.09
Grand Mean	4.34			4.06			-0.28

Despite negative gaps between pre-importance and post-performance scores in seven of the eight core competencies, many participants believe performance within the given competencies is elevated due to ARW attendance. This participant elaborated within an open-ended survey question:

> I feel they [workshops] have drastically helped me improve in my ministry and my performance level. I have taken a lot of workshops through ARW over the years and continue to learn tons of new ideas, skills, and more every year. I believe you can always learn something new and that is why I continue to go back. I would not be at the skill level I am now in my ministry without ARW.

Another participant echoed this sentiment: "I have a better, more rounded understanding of what is expected of youth directors". Some participants believe the content from workshops pushes them, "ARW workshops challenge me to grow and continue developing my own personal skills while giving me resources/ideas to do this"; "I attended once before and it is the most useful and uplifting continuing education that I have done in twenty years of professional ministry."
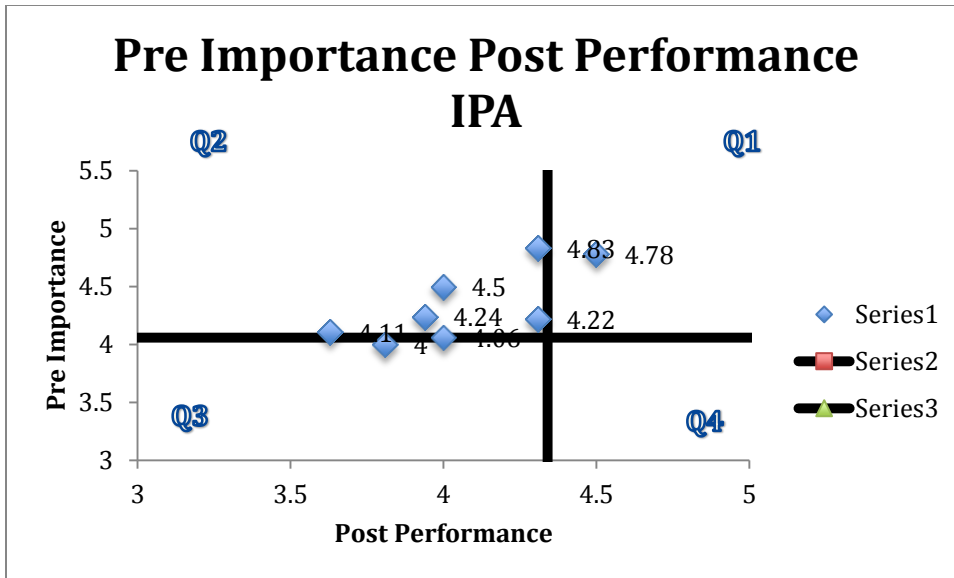
Figure 4. *Represents pre-importance and post-performance scores for core competencies. Grand Means for pre-importance (4.34) and post-performance (4.06) are used for creation of quadrants*

Motivation

Descriptive statistics were used to compare means between the motivation subscales. Sixteen participants responded to both the pretest and posttest subscale items related to motivation. Fourteen participants reported a decrease in work self-determined motivation from pretest to posttest, while two reported increases. Regarding work nonself-determined motivation, seven participants reported increases, eight reported decreases, and one participant indicated no change. Seven participants reported decreases in their perceptions of amotivation, three reported increase, and six participants indicated no change. Wilcoxon signed-rank tests were performed on each of the three subscales for motivation (i.e. self-determined, nonself-determined, and amotivation) from pretest to posttest to compare significant median differences between participants' scores. While there were no significant median differences between work nonself-determined motivation

(-.0104) and amotivation (-.0417) from pre-conference to post-conference, there was a significant change in work self-determined motivation based on rank differences from pre-conference to post-conference (-.7856), z = 1.96, p < .05.

Program Implementation

Sixteen participants responded to both the pretest and posttest items related to program implementation. Of those sixteen, nine participants reported an increase in experience and training due to ARW attendance, five reported a decrease, and two reported no change. A Wilcoxon signed-rank test determined no statistically significant median difference in participants' perceptions of their own experience and training (.1667), z = 1.96, p < .05. Simply, there was not a significant difference suggesting that participants felt their ARW experience has impacted the way they perceive their overall experience and training regarding program implementation. Regarding pro-fidelity beliefs and buy-in, ten of the participants reported an increase, while the other six reported decreases. A Wilcoxon signed-rank test determined no statistically significant median difference (.1111) between participants' buy-in and pro-fidelity beliefs due to their involvement in the conference, z = 1.96, p < .05.

Open-ended Responses

Open-ended responses from the posttest provided opportunities for participants to supplement their quantitative scores with qualitative perspectives. From the 64 total responses received, 6 themes were developed regarding participants' competencies, motivations, and perceptions of program implementation: (1) ARW workshops and events provide new ideas and resources for the continued development of FBYL's core competencies; (2) Participants are inspired and challenged by their peers to continue developing skill sets; (3) Attending ARW re-energizes and encourages participants within

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their job-related roles; (4) ARW fosters an environment that encourages spiritual, emotional, and physical renewal and rejuvenation; (5) ARW workshops and events provide new ideas for effective implementation techniques; and (6) Participants' competencies, motivation, and perceptions of program implementation are not influenced by ARW.

ARW workshops and events provide new ideas and resources for the continued development of FBYL's core competencies. Participants have indicated that conference workshops and events provide valuable resources to aid in the continued development of their skill sets. Table 2 provides the codes and groupings used to develop the theme. Some participants identified specific competencies impacted by their participation in ARW, such as their ability to behave professionally or to promote an inclusive, welcoming environment: "Life Hacks, Church Hacks was a workshop that strongly influenced my ability to share information and communicate on a community level"; "how to be more inclusive and creative with the kids". Other participants believed content provided fresh ideas that broadened their perspectives and abilities: "I feel more equipped because I have resources to refer to if I get stuck"; "they both [workshops] helped me understand youth ministry more". The keys to this theme are the resources provided by conference workshops and events. Participants' exposure to new ideas and methods are the vehicles for continued development and training within their skill sets.

Table 2. *Codes and groupings from open-ended responses that make up themes associated with Competency.*

CORE COMPETENCIES			
Code	**Axial Code**	**Theme**	**Quote**
Tips/tricks	Resources	ARW workshops and events provide new ideas and resources for the continued	I have learned so many tips and tricks to help with my job

	development of FBYL's core competencies.
More inclusive	I think that there are opportunities to work inclusively for different types of learner/how to be more inclusive and creative with the kids
Better organized	they showed me how to better prepare for events and meetings. They also showed me how to be better organized
Safety procedures	safety zones and possible pastoral care issues related to our activities
Wisdom	The Art of Tidying up has given me valuable wisdom and insight and practical resources as the church I serve goes through transition from head of staff/founding pastor
Recreation plans/ideas	The recreation portions because I want to integrate more fun, but not with repeating the same games
Better equipped	I feel more equipped because I have resources to refer to if I get stuck
Structure	
New content	Worship was influential because it exposed me to new songs, patterns of worship, and new ways to talk about the Word.
Build toolbox	Defying Worship Styles was immensely helpful as I lead a progressive worship service at the church I serve. This workshop helped build my toolbox and confidence in terms of

			expansive liturgical formation.
Better communicator			Life Hacks, Church Hacks was a workshop that strongly influenced my ability to share information and communicate on a community level, how to critique advertising, and gain various tools to advertise

Participants are inspired and challenged by their peers to continue developing skill sets. The people that attend the conference are just as important as the content delivered. Many ARW participants echoed the importance broadening peer networks is to the continued progression of their own skill sets, as seen in Table 3. This participant spoke specifically about reaching youth on their level: "I see the success other ministries have had in reaching students, giving students a passion for Christ and living a life of servanthood and I want to continue to develop the skills to be able to do this even better". Another participant discusses how their peers become more than just resources: "[I attend] for the connections made at the conferences like ARW. I know at this conference, I have friends who I can call on for support, encouragement, feedback and ideas". Participants are challenged by their peers, which leads to the spreading of resources and ideas. ARW becomes the vehicle for delivering development through the facilitation of peer networks.

Table 3. *Codes and groupings from the open-ended response that make up themes associated with Competency.*

	CORE COMPETENCIES		
Code	**Axial Code**	**Theme**	**Quote**

Challenge growth	Networking/ Community	Participants are inspired and challenged by their peers to continue developing skill sets.	ARW workshops challenge me to grow and continue developing my own personal skills/It has given me goals to continue to strive towards. I see the success other ministries have had in reaching students, giving students a passion for Christ and living a life of servanthood and I want to continue to develop the skills to be able to do this even better
Networking			Networking and chances for deep theological discussion
Connections for ideas			For the connections made at the conferences like ARW. I know at this conference I have friends who I can call on for support, encouragement, feedback and ideas
Conversations			Conversations with other participants around the table at meals, most influential
Community with passion			I choose to go back for the workshops but also to see and be around people that have so much passion and drive in the same field as me
Try to be intentional	Encouraged/ Energized		it made me want to be more intentional with play time as well as more creative during devotions
Encourage leadership			its inspiring and informative, encourage active involvement and

	positive leadership
Hands on learning	to learn kinesthetically, to do something different with my continuing education, because it was recommended to me

Attending ARW re-energizes and encourages participants within their job-related roles. ARW breaks participants out of monotony within routine. Conversations with other participants and new resources reinvigorate FBYL's to try new things and change their programming. As seen in Table 4, one participant believes attending ARW is grounding: "it energizes me and reminds me why I do what I do. I always come away from ARW with new ideas, ready to implement them". Another participant finds inspiration to do more: "I'm encouraged- I know I can improve some things and it makes me want to try harder and not ignore things anymore. I had a chance to reflect and stop going through the motions of my weekly responsibilities". A seasoned participant gains inspiration: "I attended once before and it is the most useful and uplifting continuing education that I have done in twenty years of professional ministry".

ARW fosters an environment that encourages spiritual, emotional, and physical renewal and rejuvenation. Many participants have indicated that their attendance at ARW has just as much to do with their well-being as it does continuing education: "it gave my spiritual side a kickstart and a refresher"; "[ARW] great time of reflection, renewal, refreshment and it is fun"; and "ARW feeds my soul". Others believe the location of the conference brings renewal: "I went for a creative outlet and to visit Montreat for the first time" and "having it at Montreat, I enjoyed God's beautiful creation and that was pleasure in itself". Lastly, participants discuss the workshops' physical benefits: "the workshops were

calming and stress reducing". ARW impacts its participants beyond the scope of education and into self-care.

Table 4. *Codes and groupings from open-ended responses that make up themes associated with Motivation.*

	MOTIVATION		
Code	**Axial Code**	**Theme**	**Quote**
Energizes me	Encouraged/ Energized	Attending ARW re-energizes and inspires participants within their job-related roles.	it energizes me and reminds me why I do what I do. I always come away from ARW with new ideas, ready to implement them
Want to try harder			I'm encouraged- I know I can improve some things and it makes me want to try harder and not ignore things anymore. I had a chance to reflect and stop going through the motions of my weekly responsibilities
Uplifting and useful			I attended once before and it is the most useful and uplifting continuing education that I have done in twenty years of professional ministry
Spiritual renewal	Rejuvenation	ARW fosters an environment that encourages spiritual, emotional, and physical rejuvenation.	it gave my spiritual side a kickstart and a refresher
Refreshing			it helped to refresh and renew who we are in the Lord/I chose the activities that I chose as part of a self-care plan for the week
Spiritual development			for spiritual development and joy

| Stress reducing | | | the workshops were calming and stress reducing |
| Fun | | | I return from ARW with my "childlike" or playful self renewed and encouraged to try new things, and I am reminded how fun ministry can be |

ARW workshops and events provide new ideas for effective implementation techniques.
Program implementation is impacted by the characteristics of the facilitator, see Table 5 for participant insights. ARW participants have indicated that attending ARW workshops and events has developed their skill sets and perspectives for effective implementation techniques. Participants relate that very thought: "it gave me new perspectives on how to facilitate. I am used to one way of facilitating, so it was nice to see new perspectives" and "[I attended] mainly to experience someone else's leadership".

Table 5. *Codes and groupings from open-ended responses that make up themes associated with Program Implementation.*

PROGRAM IMPLEMENTATION			
Code	**Axial Code**	**Theme**	**Quote**
Facilitation perspectives	Resources	ARW workshops and events provide new methods for effective implementation techniques.	It gave me new perspectives on how to facilitate. I am used to one way of facilitating, so it was nice to see new perspectives
Watching other leaders	Networking /Community		Mainly to experience someone else's leadership and to discuss informally with colleagues

| Reflection | Encouraged /Energized | | I feel that ARW workshops and events encouraged me to be more reflective and intentional about what I plan and to think more about how they impact children |
| Improved confidence | | | While the workshop was challenging with lots of new ideas and information to process, I felt confident in my abilities to lead my congregation into the future |

Participants' competencies, motivation, and perceptions of program implementation are not influenced by ARW. The final theme from the open-ended responses represents participants' dissatisfaction with ARW content or that the experience has not impacted competencies, motivations, or program implementation. Interestingly, within the sixteen negative or "no change" responses, only four of those responses stemmed from the conference not meeting education expectations, which can be found in Table 6. Those four also happen to be from the same participant. The other 12 indicate no change due to their reasons for attending, for relaxation and fun: "I attended ARW for spiritual renewal, not to impact job-related competencies directly" or "I'd have to say not at all. The workshops I chose were for my own personal growth and relaxation". These participants do not report changes in their skill development, motivation within their jobs, or their perceptions of program implementation because they did not attend ARW to address those needs. Instead, they report accounts of spiritual rejuvenation and development, of fun and relaxation. Another participant explained that their work is not connected to the experience they have

at ARW: "my motivation to perform job-related tasks and ARW are not explicitly connected".

Even though several participants have indicated that they did not attend ARW for professional growth, one participant did and believes their expectations were not met: "I had hoped it would be youth ministry fundamentals. I did not learn much as most of the lessons were common-sense based". This participant explained that returning to ARW would not be considered because ARW resources could be found without attending:

> I feel that I will seek the advice and ideas of other youth directors in my area and beyond. Though, this was my plan before going to ARW. I did learn a lot of games from the Community that Plays Together. Though I could have read a recreation book or looked on Pinterest for these games.

Some participants believe there are some things a FBYL should possess without the influence of ARW: "it hasn't affected my motivation. That comes from within. You are either motivated or you're not". Another participant echoed this thought: "I don't feel more equipped to lead groups after attending ARW. I am a teacher and already am experienced". Even though there were several participants that do not believe ARW impacted their competencies, motivations or perceptions of program implementation, their reasons are diverse.

Table 6. *Codes and groupings from open-ended responses that make up themes associated with participant responses that report no change in competencies, motivation, or perception of program implementation.*

NO CHANGES			
Code	Axial Code	Theme	Quote

Not affected by ARW	No Change	Participants' competencies, motivation, and perceptions of program implementation are not influenced by ARW	it hasn't affected my motivation. That comes from within. You are either motivated or you're not
Already prepared		.	I don't feel more equipped to lead groups after attending ARW.
Went for relaxation			I'd have to say not at all. The workshops I chose were for my own personal growth and relaxation

Focus Groups

The conversations with focus group participants lead to the development of nine themes. Eight of the nine themes are related to ARW participants' perceptions of the impacts the conference has on them. The ninth theme came from observed data within the conference-facilitated focus group and it represents alternative perspectives of participant experiences. Focus groups included: (1) Participants' are exposed to new resources and ideas that afford opportunities to develop their skill sets; (2) Networks and connections built at ARW bring opportunities for participants to explore new ideas and perspectives; (3) Having attended ARW, participants feel more confident in their skill sets and in their abilities to try new things; (4) Faith Based Youth Leaders (FBYL) are motivated to attend ARW because of the relationships built at the conference; (5) FBYL's attend ARW for rest and rejuvenation; (6) FBYL's attend ARW because the experience brings motivation within their job-related roles; (7) FBYL's attend ARW because of where it is; (8) Hands-on learning at ARW provides new methods for implementing programs and activities; and (9) First time ARW participants' advice for improving the conference.

Theme 1: Participants are exposed to new resources and ideas that allow them to develop their skill sets. ARW workshops and events expose participants to new ideas while providing them with valuable resources to continue developing their skills: "people want to continue to learn and to grow and to get new things". One participants believes that ARW is a one-of-kind experience for growth: "to really feel like I am getting my education continued in the things that I really care about around youth ministry is valuable because I'm realizing, there' nowhere else I can do that". ARW content presents participants with information vital to the continued growth and development of both FBYL's and their programs.

Theme 2: Networks and connections built at ARW bring opportunities for participants to explore new ideas and perspectives. Peer networks are an essential component of ARW. Relationships allow for the exchanging of resources as well as emotional and programmatic support:

> I think for me, and this is really close to what, part of it is peer learning. Youth ministry for most people, and there's a few big church exceptions, it's a pretty isolating thing. You're kind of everything at your church and maybe you have some fabulous volunteers, but to have colleagues to bounce ideas off of, to hear this is what doesn't work, it's that peer learning. It's really complementary to the workshops

Another participant echoed the importance their peers play in professional lives: "Had it not been for ARW, I wouldn't have met [participant name] and [participant name] and I wouldn't have the opportunity to share ideas and collaborate and create partnerships". Participants also believe that fun grows and nurtures these relationships: "I think we've all experienced, even with each other, whether it be around the dinner table, or an interactive movie, or trivia night, or in the workshops, when we play together we grow together". ARW

participants value the relationships made and nurtured through the conference as they rely on their peers to continue growing within their job-related roles.

   Theme 3: Participants are more confident in their skill sets and abilities. Attending ARW exposes participants to new resources, people, and ideas. Exposure leads to the accumulation of knowledge and as a result, more confidence. Participants expressed how their experiences at ARW build them up: "I'm reminded of my own creativity and that's I think, the thing, that's the most useful, more than any specific thing, is remembering, I'm good at this and I can think". Participants believe this confidence can be taken a step further: "the skills to try new things, but having failure in your skillset, is kind of part of it too". Another participants echoed this: "it's empowering to see all the risks that people take, both from a point of failure and success. You don't really have to be so chicken. Keep trying". Confidence can be manifested in different forms (i.e. creativity, programming), but participants leave ARW with new ambition and a certain assurance within their roles:

> Coming to a conference such as this and learning these practically implementable ideas, it enables me to have confidence in my skill set, which then empowers me to more boldly do my ministry that I'm invited to do. Your confidence engages more people in thinking, well, this is clearly going to be effective, therefore I should engage.

Table 7. *Codes and groupings from focus group conversations that make up themes associated with Competency.*

CORE COMPETENCIES			
Code	**Axial Code**	**Theme**	**Quote**
Continuing education	Ideas/ Resources	Participants are exposed to new resources and ideas that allow them to develop	to really feel like I am getting my education continued in the things that I really care about

		their skill sets.	around youth ministry is valuable because I'm realizing, there' nowhere else I can do that
Learn and grow			People want to continue to learn and to grow and to get new things/I've learned things that could really influence our youth group and make it more fun and keep people
Practical application			I think that's a really good practical implementation tool that this conference has, that's not theory. It's practical application/It's like solid stuff that you can go back and use. It's not theories, it's not like oh well this might work, it's tested, tried and true. Use this and it works well.
Sustainable network	People/ network	Networks/Connections built at ARW provide opportunities for participants to explore new ideas and ways of thinking.	had it not been for ARW I wouldn't have met Katherine and Katherine and I wouldn't have the opportunity to share ideas and collaborate and create partnerships. The sustainability in ARW is why I keep coming.
Peer learning			I think for me and this is really close to what, part of it is peer learning, youth ministry for most people and there are a few really big church exceptions, It's a pretty isolating thing. You're kind of the everything at your church and maybe you have some fabulous volunteers, but to have colleagues to bounce

	ideas off of, to hear this is what doesn't work, its that peer learning is really complementary to the workshops
Play and grow together	I think we've all experienced even with each other whether it be around the dinner table, or an interactive movie, or trivia night, or in workshops, when we play together, we grow together. We're able to tear down the walls that divide us because we let our hair down and we don't have to wear, um, you know, the perfect business professional, church professional outfit./ Because we're able to play together, because we know God made us for relationships.
Accidental theology	The practical application of games and what not, but then there's, this is not necessarily attached to a workshop, but the accidental dinner table theology that comes around, that is built out of the experiences you had in your workshops, then you get for someone like me that doesn't have the formalized education, who's got a lot of reading and on the job training, so to speak, you check yourself with your theology grounding behind the things you're actually implementing and you don't wind up with a consumerist

			mentality over your church.
Reminded of creativity	Confidence	Participants are more confident in their skills sets and abilities.	I'm reminded of my own creativity and that's I think, the thing, that's the most useful more than any specific thing, is remembering, I'm good at this and I can think! To sort of get the courage to make the time to be creative.
Courage			The skills to try new things, but having failure in your skillset, is kind of part of it too/it's empowering to see all the risks that people take. Both from a point of failure and success, you don't really have to be so chicken. Keep trying.
Better equipped			I feel better equipped for the ministry I'm doing, which definitely increases motivation when you feel kind of better prepared, it's a lot easier to like go tackle it, you know?
Not getting stuck			There is a danger for people like me for getting stuck in 2004 when I graduated, to be stuck in that sort of like, that's where all the biblical commentary is in, that's where everything like, all of my learning stops there. You pick up practices here and there as you go to things and there are other conferences, but this one does a really good job of that.

Theme 4: Faith Based Youth Leaders (FBYL) are motivated to attend ARW because of the relationships built at the conference. The development of relationships isn't just for acquiring knowledge and resources, but for enjoyment and fun. Participants have indicated a major motivating factor for attending is to have fun with their friends: "ARW fosters community. It's great to see friends" and again, "it's really nice to see friends and connect". One participant indicated what it is about the people at ARW that is unique:

> it feels genuine. People are just happy to see each other, happy to answer questions. It doesn't feel like that person has the blue ribbon on so they have to answer all of the questions. But, there's just genuineness in interactions I've had this whole week.

ARW becomes a platform for fun and relaxation, just as much as it is for professional development.

Theme 5: FBYL's attend ARW for personal restoration. ARW offers a break from the day-to-day responsibilities of a FBYL. The experience gives them permission to take care of themselves, instead of their program participants: "you're given permission to take Sabbath. It's funny, we're in the business of Sabbath keeping for others, um, and you don't take Sabbath for yourself". Another participant expresses the opportunity to take a break: "but this is like, for me, this is my vacation". ARW becomes a focal point of rest throughout the year as participants look forward to the rejuvenation they gain within their roles:

> You get to that point where you're just like, I can't do another night, I know I've got ARW coming and you go back and you've got that rejuvenation of ministry, spirit, mind, body. After you get some sleep, you know? It's just, it's a feeling you can't really explain, but it's just different. Life-giving.

Because of the rest they are permitted, participants gain motivation to continue to perform their job-related roles.

Theme 6: FBYL's attend ARW because the experience brings motivation within their job-related roles. ARW participants continue to attend because of the renewed motivation it brings. Some have expressed the difficulty in performing the same job responsibilities over several years:

> It gives me motivation to do my work. Being in the same job for 8-9 years, sometimes you get tired and it's the end of the school year, but coming here and getting ideas for any and all areas of the church and youth ministry. All of a sudden, it's like, oh my gosh, I can go back and I can do my job better. It fills you back up.

Another participant expressed that they wish they had started coming sooner: "it, it um, kind of helped me see what else I could be doing in my role as a pastor. And um, it made me realize that I wish I had, you know, started doing this earlier". Participants want to attend because they feel that the ARW experience provides new ways to do their jobs, which in turn, makes them more motivated to perform.

Theme 7: FBYL's attend ARW because of location.. Participants have expressed their motivations to attend for a variety of reasons, but one of the big reasons is the location and all that comes with it:

> I think it matters that it's at Montreat. I think for a lot of us, we've been here in other roles, maybe as young people ourselves. So there's a little bit of like, I just want a little bit of that holiness, you know? A little bit of that creek and Cheerwine.

One participant explained the value in attending ARW, but reiterated the component of Montreat: "there are so many layers to being here. There's seeing people and the friendships we make, there's the dinner table theology, there's the workshops, there's the night activities. But it's also being in the gate". Participants want to be in Montreat with their peers because of the experiences they have had in the past there.

Table 8. *Codes and groupings from focus group conversations that make up themes associated with Motivation.*

		MOTIVATION	
Code	**Axial Code**	**Theme**	**Quote**
Connections	People/ network	Faith Based Youth Leaders (FBYL) are motivated to attend ARW because of the relationships built at the conference.	Connections. It's a great network of support, so the workshops are always very practical and I always take away a lot, but the thing I take away probably the most is the connections the networks that you make while you're here. The people.
Community			ARW fosters community… It's great to see friends. It's really nice to see friends and connect.
Genuine			It feels genuine! People are just happy to see each other, happy to answer questions. It doesn't feel like that person has the blue ribbon on so they have to answer all of the questions. But, there's just a genuineness, interactions I've had this whole week.
Sabbath	Rest	FBYL's attend ARW for personal restoration.	you're given permission to take Sabbath. It's funny, we're in the business of Sabbath keeping for others, um, and you don't take Sabbath for yourself
Serve yourself			If you go to a workshop and on the first day you realize, like wait, I know this, I shouldn't have signed up for this and you go to a different workshop, nobody cares. I mean, there's structure, but, if

			there's enough, allowing people to sort of serve themselves. Which I think is wonderful, because it's a lot of money and our time is precious, you don't want to waste a drop of it.
vacation			So for me it was really like coming back and spending time with awesome people. But this is like, for me, this is my vacation.
Rejuvenation			I get here and I'm like, you get to that point where you're just like, I can't do another night, I know I've got ARW coming and you go back and you've got that rejuvenation of ministry, spirit, mind, body. After you get some sleep, you know? It's jut a, it's a feeling you can't really explain, but it's just different. LIfe-giving.
New perspectives	Ideas/ Resources	FBYL's attend ARW because the experience brings motivation within their job-related tasks.	It, it um, it kind of helped me see what, what else I could be doing in my role as pastor. And um, it made me realize that I wish I had, you now, started doing this earlier.
Liturgy ideas			The biggest thing for me is thinking about new ways for liturgy. And that one workshop, I mean I was going to come to ARW regardless, but that one workshop is really what sold it to the session and really what sold me on coming here…
Motivated within work	Confidence		It gives me motivation to do my work. Being in the same job for 8/9 years, sometimes you get tired and it's the end of the school year, but coming

			here and getting ideas for any and all areas of the church and your ministry... All of sudden it's like, oh my gosh, I can go back and I can do my job better. It fills you back up.
Ok to play			Our parents are so concerned about what their children are learning and if they're learning all the bible stories and what they're learning about them. Coming here for me, just re-energizes my focus of, it's ok to play. It's ok to get messy. And so just having that to go back with, ok ya'll it's fine.
Montreat	Structure	FBYL's attend ARW because of location.	I think it matters that it's at Montreat. I think for a lot of us, we've been here in other roles, maybe as young people ourselves. So there's a little bit of like, I just want a little bit of that holiness, you know? A little bit of that creek and Cheerwine

Theme 8: Hands-on learning at ARW provides new methods for implementing programs and activities. ARW participants are exposed to workshop and event leaders within the component of the conference, however, they express how important it is to take part in the programs in order to fully understand how they work: "to actually play the games, instead of reading it. I can't get a game sometimes until I've played it and been in the seats that my youth are going to be or my adults are going to be". Another participant discusses how this opportunity provides a full understanding of what is needed to facilitate programs effectively: "What it takes behind the scenes, what are the things you should say and don't say, that kind of stuff. To give you confidence to lead".

Table 9. *Codes and groupings from focus group conversations that make up themes associated with Program implementation.*

		PROGRAM IMPLEMENTATION	
Code	**Axial Code**	**Theme**	**Quote**
Kinesthetic learning	Ideas/ Resources	Hands-on learning at ARW provides FBYL's new methods for implementing programs and activities.	to actually play the games, instead of reading it. I can't get a game sometimes until I've played it and been in the seats that my youth are going to be or my adults are going to be
Applicable resources			Obviously some things you know, but it's always reinvented in some way. It is, I mean, the new ideas that you can take home from the conference and put in action right away.
Ideas with power			It is this entertainment factor, what are we doing to entertain our youth and families, but then you come to a conference and you say, well, this is, this has meaning and power behind it theologically and yet, it'll sell, you know?
empowering	Confidence		Coming to a conference such as this and learning these practically implementable ideas, it enables me to have confidence in my skillset, which then empowers me to more boldly do my ministry that I'm invited to do. Your confidence engages more people in thinking, well, this is clearly going to be effective, therefore I

	should engage.
Confidence to lead	What it takes behind the scenes, what are the things you should say and don't say, that kind of stuff. To give you confidence to lead.

Theme 9: First time ARW participants' advice for improving the conference (observed data). This section is observed data from the focus group with first time participants facilitated by the conference that represent negative cases. Participants discuss information regarding components of the conference that they feel could be improved. Their opinions were focused on the structure of the conference as well as content within workshops and events. One participant felt that there was not adequate description of events: "there were some things that I was like, I don't know what this is but I guess I'll show up and figure it out? There just wasn't a description." Another participant agreed and explained further:

> especially for people who are trying to sell the workshop to their session or the
>
> people they're responsible to, it's helpful to be able to say and this is what we're
>
> going to do, as opposed to, there will be a morning gathering.

One first time participant believed the conference favored ARW veteran participants:

> there were a couple of times during worship, I'll try to be specific. Where I went, oh,
>
> this is an insider thing. I don't know what's going on. I know that this is something,
>
> this is some kind of inside joke and I don't get it. But I knew other people are getting
>
> it.

These critical opinions of ARW could be prove to be detrimental to future attendance as it alienated new participants from the majority of the conference community.

Table 10. *Codes and groupings from observed data that make up themes associated with first-time participants' opinions for improving ARW.*

		OBSERVED DATA	
Code	**Axial Code**	**Theme**	**Quote**
Not introduced	Negative components	First-time ARW participants' advice for improving the conference.	I think it would be really cool to do games, like get to know you games for the new comer meeting that we have in the beginning. Because we don't know anyone else, so like, its our chance to meet the people that don't know anyone else either.
No descriptions			There were some things that I was like, I don't know what it is but I guess I'll show up and figure it out? There just wasn't a description/ Especially for people who are trying to sell the workshop to their session or the people they're responsible to, it's helpful to be able to say and this is what we're going to do, as opposed to, there will be a morning gathering.
Caters to veterans			There were a couple of times during worship, I'll try to be more specific, but... Where I went, ohhh, this is an insider thing. I don't know what's going on. I know that this is something, this is some kind of inside joke and

	I don't get it. But I knew other people are getting it.

Discussion

The purpose of this study was to assess the short and long-term impacts of ARW on FBYL's competencies, motivations, and program implementation. Because there is limited literature regarding FBYL's professional development needs, this study sought to provide insights and knowledge regarding such needs.

The Pre-Importance, Post-Performance analysis (Pitas et. al, 2017) indicates that ARW participants feel their level of performance does not meet their value of importance for 5 of the 8 core competencies, which would suggest that their ARW experience does not provide them adequate training within a majority of the measured competencies. Additionally, IPA data showed that ARW participants placed the least value of importance and perceived performance on their "ability to effectively implement curricula and program activities". Durlak and DuPre (2008) indicate the need for an assessment of implementation in order to fully understand the validity of interventions. Duerden and Witt (2012) conclude that without an understanding of the implementer's training, other organizations will be unable to replicate program results. As a general training approach to professional development, ARW uses workshops and events to provide opportunities for FBYL's to network, share information and learn (Akiva et. al, 2016). An initial analysis of the gaps suggests that participants do not feel their experience provided information or training within the majority of competencies that matches the perceived need, however, without context, the data can be misleading. Open-ended responses to posttest questions (ie. How, if at all, did the ARW workshops and events influence your job-related competencies and how

well you perform your work) provide depth that can explain some of the competency

discrepancies.

Understanding FBYL's motivation to attend ARW is crucial to the interpretation of

the IPA results of core competencies. Focus group and open-ended questions asking

participants to explain their motivation to attend illuminates the context for participants'

perceptions of their experience. As seen within these qualitative responses, many

participants attend ARW for continuing education within their skill sets, some attend for

personal restoration and fun, while others attend to establish and maintain relationships

with their peers. Similarly, Bowie and Bronte-Tinkew (2006) found that professional

development benefits programs through networking opportunities, "the training experience

of youth workers often can serve as a conduit for networking and cross-agency

collaboration" (p. 2). This creates situations that "give youth workers the ability to help

each other understand and deal with difficult situations" (Bowie & Bronte-Tinkew, 2006, p.

2). A study by the Academy for Educational Development (2002) also found that

professional growth, networking, and sharing information were outcomes of attending

professional development opportunities. Each of these reasons for attendance results in

different perspectives and ultimately, different outcomes. Participants attending ARW for

fun and relaxation don't report significant changes in competency performance,

implementation or motivation because their motives are not within professional growth.

However, those that chose to attend ARW for an educational and learning opportunity, see

it as just that (except for one participant). They find value in what the conference offers

them as youth-serving professionals. ARW affords them new and creative ideas for

developing and maintaining programs that meet the dynamic needs of the youth they serve.

Because of this, ARW participants are more inclined to return, which the second set of

themes from the focus groups illuminates. Guskey, in a 2003 study, also found that

professional development participants attend in search of new content for their programs. The study found that of 21 reasons for attending, the "most frequently cited" was enhancement of content and knowledge (Guskey, 2003, p. 749). A means of delivering that content is not only workshop leaders, but also other participants. The people they meet become their friends and professional networks for support and sharing knowledge. Additionally, the professional network affords them rest, rejuvenation and inspiration to continue to do the work they have chosen to do. FBYL's are given permission to "turn off" and participate in activities that stimulate their own creativity and spiritual development, a necessity according to many. Participants are influenced by their peers to work harder and find creative ways to serve their own program participants. Regardless of the motivation to attend ARW, participants seem to find value in their experience. Participants "at all levels value opportunities to work together, reflect on their practices, exchange ideas, and share strategies" (Guskey, 2003, p. 749). The value they place on those interactions at ARW motivate them to continue attending the conference.

The IPA is a vital tool for understanding how effective ARW is as a general training approach because it provides a "visualization of data that affords immediate feedback" that would allow workshop leaders and ARW board members to "facilitate change in areas of concern" (Siniscalchi, Beale, & Fortuna, 2008, p. 34). In this study, the IPA provides valuable insight into participants' overall experience regarding core competencies. It illuminates the FBYL's understanding and perception of their own skill sets while giving both ARW leadership and participants the opportunity to see what is most important to them and their programs.

Focus groups and open-ended responses support ARW as a general training approach to professional development. The data from the study illuminates FBYL's need and desire for more opportunities to grow and adapt to a dynamic professional landscape.

Participants seeking learning and growth opportunities are reporting the professional

benefits of attending ARW. Data produced from this study shows that ARW can have a

variety of impacts on its participants, such as: renewed motivation with job-related roles,

personal restoration, expansion of professional networks and resources, and new

implementation techniques. Additionally, it shows how one conference can serve many

purposes in a dynamic field.

Serving youth in any capacity requires adaptation, flexibility and creativity. Rhodes

and Chan (2008) claim "close and enduring ties are fostered when mentors adopt a flexible,

youth-centered style in which the young person's interests and preferences are

emphasized" (p. 88). FBYL's require information, resources and networks that share

professional success and failures in meeting participant preferences. Focus group and open-

ended responses show that ARW is furthering the education and toolboxes for their

participants (i.e. participants are more confident in skill sets and abilities, networks and

connections built at ARW bring opportunities for participants to explore new ideas and

perspectives).

Limitations

A small sample size limited the richness of the data collected from ARW. 18 of 173

participants responded to the pretest, posttest and 3-month posttest. Such a small response

rate can often create a "heightened probability of statistical biases" (Baruch & Holtom,

2009, p. 1141) or "overestimate the magnitude of an association" (Hackshaw, 2008, p.

1142). 10.4% survey response rate has the ability to inhibit the capture of more

perspectives and themes associated with participant experiences. The lack of access to ARW

participants for the distribution of surveys contributed to the low response rate. ARW

board members required the researcher to distribute all communication and research tools

through conference portals. This took control of survey distribution out of the researcher's hands and caused delays in the collection of pertinent data.

Further limitations within this study include the use of self-reports. Self-reported data is susceptible to social desirability bias (i.e. when respondents answer according to what is socially correct or desirable) (Fisher, 1993). Specifically, when participants respond through self-reported data that they may underrate less desirable behavior or traits because they do not want to admit it or overrate positive and desirable behavior and traits. Methodological triangulation, or the use of "two research methods to decrease weaknesses of an individual method and strengthen the outcome of the study" (Bekhet & Zauszniewski, 2012, p. 3) was used in an attempt to minimize biases inherit in self-reports. The collection of both qualitative and quantitative data provides a broader perspective of participant responses.

Other study limitations include participant access and conference structure. The researcher was given limited time to conduct the first focus group and therefore limited access to the conference participants. Conference board members allotted a thirty-minute window to facilitate the discussion, which inhibited the opportunity for the collection of deeper, richer data, which could have been possible if more time had been allotted by the board. Additionally, the post-conference focus group was facilitated by ARW board members, which limited the collection of data pertinent to the study, as the questions used to facilitate the discussion were not related to the study. The researcher was allowed to ask two questions and while it did provide an opportunity to collect meaningful data, it did not allow the researcher to cover the depths of the entire study. Had the researcher been given extra time or an alternative outlet to ask more questions, the opportunity to cover all research questions would have been more realistic.

Implications for Research and Practice

Future research should continue the evaluation of professional development workshops and conferences. Youth are dynamic beings, "physical, social, intellectual and spiritual development all change, often simultaneously and sometimes dramatically" (Roehlkepartain & Scales, 1995, p. 18). FBYL's often act as primary role models and advisors for youth. Because many youth "may grow spiritually by imitating the life or conduct of one or more spiritual exemplars" (Oman & Thoresen, 2003, p. 150), FBYL's relationships with program participants are extremely important. In order to effectively meet those needs, FBYL's need to understand which methods of professional development are valuable and worth their resources.

Core competency models are foundations of national youth-serving organizations (i.e. National Afterschool Association, National Institute of Out-of-School Time, 4-H), but are not universally accepted in other, smaller youth-serving organizations. Because of this, are FBYL's at a disadvantage for serving their communities? Without concrete dimensions for professional expectations and skillsets, FBYL's and their organizations could miss important components of aiding their participants in their overall development. IPA models illuminate participant perceptions of the importance of specific competencies, however, FBYL's may value other core skills not encompassed by national core competency models.

Future research should seek depth in FBYL's understanding of program implementation and their role in facilitating effective programs. Are FBYL's undervaluing program implementation? This study sought an understanding of program implementation as it relates to FBYL's, however, an insignificant response rate inhibited the ability to draw significant conclusions.

Future research should seek to uncover what other methods of professional development needs FBYL's desire. ARW has been a long-standing educational opportunity, yet only two hundred FBYL's attend annually. What other opportunities or conferences are FBYL's attending? Do they believe in professional progression and development? Further illumination of FBYL's needs for growth and development can create more effective programs and developmental opportunities for future generations of youth.

Conclusion

This study is part of a bigger conversation about the immediate developmental and educational needs of FBYL's. It provides a glimpse of why some FBYL's choose to attend professional development opportunities, how organizations can understand ways to cater to FBYL's professional needs and desires while uncovering what ARW is doing well or could improve in meeting said needs. This study provides a window into the minds of FBYL's while illuminating what is important to them and why. The information discovered through survey responses and focus groups can help further research into connecting FBYL's to broader youth development questions and the means to finding effective responses. Most importantly, it is another step in attempting to connect and unite youth leaders under the ultimate goal of more effectively serving today's youth.

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APPENDICES

Appendix A

Information about Being in a Research Study

Clemson University

Arts, Recreation, and Worship Conference Evaluation

Description of the Study and Your Part in It

In partnership with the Arts, Recreation, and Worship Conference, Dr. Barry Garst and Mr. Alex Dorsam are inviting you to take part in a research study. Dr. Garst, an associate professor at Clemson University, is leading this project with assistance from Mr. Dorsam. The purpose of this research is to better understand the impact of participation in a professional development conference on faith based youth leaders' core competencies, implementation of their programs, and motivations within job-related responsibilities.

You will be asked to complete three questionnaires that will take about 15 minutes to complete. The first will be completed before you arrive at the Arts, Recreation, and Worship Conference, the second will be completed at the conclusion of the conference, and the final questionnaire will be distributed three months after the completion of the conference. (Please click on the link below to access the first questionnaire.)

Risks and Discomforts

We do not know of any risks or discomforts to you in this study.

Possible Benefits

We do not know of any way you would benefit directly from taking part in this study. The Arts, Recreation, and Worship Conference will benefit from a greater understanding of participants they serve. Clemson University may benefit from a research perspective by better understanding the benefits of faith-based professional development opportunities.

Incentives

As a benefit to participating in this study you will (if you choose to participate) be entered to win a $100 VISA gift card for each of the surveys you complete (pretest, posttest, 3-month posttest). The participant awarded the pretest gift card will receive it on the last day of the conference. Posttest gift card recipients will receive their gift card by mail, one month after the conference has concluded. The three-month posttest gift card recipient will receive their card one month after the survey is made available to all participants.

Protection of Privacy and Confidentiality

Data collected for this survey will be kept anonymous through the survey software. The only identifiable information that the research team will have is an email address that you will use when you complete the questionnaires. All information collected will be kept on a secure server. The results of this study may be published in scientific journals, professional publications, or educational presentations. ARW will only have access to the reports and manuscripts produced as a result of this study; however, no individuals will ever be identified in any report.

Choosing to Be in the Study

You do not have to be in this study. You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study. Your participation in this study or decision to abstain will in no way affect your relationship with ARW.

Contact Information

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Barry Garst at @ bgarst@clemson.edu.

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-0636 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071. A copy of this form will be given to you.

Pretest Letter to Participants with Embedded Link to Survey

Dear Arts, Recreation and Worship Conference Participant,

I hope that you are well and are excited to be in Montreat in the coming days!

My name is Alex Dorsam and I am a current graduate student at Clemson University. The purpose of this letter is to inform you about a research study taking place at this year's conference. The focus of the study is on the immediate and long-term impacts professional development opportunities have on faith-based youth leaders. As a former Youth Director (Palmetto Presbyterian, Mt. Pleasant, SC 2011-2015), I understand how important professional development opportunities can be for both new and veteran youth leaders. Our aim is to assess how these professional development workshops impact faith-based youth leaders' core competencies (organizational systems, program development, knowledge etc.), implementation of their programs (methods, strategies, fidelity), and job-related motivations.

I cannot think of a better opportunity for this research than ARW, as my participation in recent years has had a significant professional, personal, and spiritual impact on me.

https://clemsonhealth.az1.qualtrics.com/jfe/form/SV_cMwrjJXnhWuRNcN

Provided above is a link to a survey that we would like for you to complete about your ARW experience. This survey is strictly anonymous and should only take 15-20 minutes. In the beginning of the survey you will have an opportunity to provide an email address for a chance to win a **$100 VISA gift card.** Three drawings will be held throughout the summer, so please complete the survey and check your email often to see if you are a winner.

Thank you for providing us with your feedback, and more importantly thank you for helping us better understand your professional development needs!

L. Alex Dorsam

Graduate Teaching Assistant

Parks, Recreation, and Tourism Management

Clemson University

ldorsam@clemson.edu

Appendix C

Posttest Letter to Participants with Embedded Link to Survey

Dear Arts, Recreation and Worship Conference Participant,

Thank you Re:create and Montreat! What an amazing conference.

I thoroughly enjoyed getting to meet many of you last week and hearing about your ministries. I was honored to be in worship and fellowship with so many gifted people.

I want to extend a "Thank You" for all of you that have participated in this research study. Your input and experiences are crucial for the continued development of not only this study, but for future studies within our field!

The focus of this study is on the immediate and long-term impacts professional development opportunities have on faith-based youth leaders. As a former Youth Director (Palmetto Presbyterian, Mt. Pleasant, SC 2011-2015), I understand how important professional development opportunities can be for both new and veteran youth leaders. Our aim is to assess how these professional development workshops impact faith-based youth leaders' core competencies (organizational systems, program development, knowledge etc.), implementation of their programs (methods, strategies, fidelity), and job-related motivations.

https://clemsonhealth.az1.qualtrics.com/jfe/form/SV_9ouI2VlCRUSUOEZ

Provided above is a link to a <u>POSTTEST</u> survey that we would like for you to complete about your ARW experience. **NOTE:** <u>You did not have to fill out the first survey to participate in this survey.</u> This survey is strictly anonymous and should only take 10-15 minutes. In the beginning of the survey you will have an opportunity to provide an email address for a chance to win a **$100 VISA gift card.** Three drawings will be held throughout the summer, so please complete the survey and check your email often to see if you are a winner. THIS SURVEY WILL CLOSE FRIDAY, MAY 26TH AT 11:59 PM.

Thank you for providing us with your feedback, and more importantly thank you for helping us better understand your professional development needs!

L. Alex Dorsam

Graduate Teaching Assistant

Parks, Recreation, and Tourism Management

Clemson University

ldorsam@clemson.edu

Appendix D

Questionnaire

The purpose of this study is to assess the immediate and long-term impacts that the Arts, Recreation, and Worship Conference (ARW) has on a faith-based youth leader's (FBYL) core competencies, the implementation of their programs and their motivation toward their job. Thank you for choosing to participate! BE SURE TO INCLUDE YOUR EMAIL in the following section for a chance to win a $100 gift card! The results of this survey will advance research literature and provide data that will inform ARW and future conferences.

The following questions will ask you about yourself and your experience working with the organization you are representing at ARW.

Please include your email in the space provided. This will not be used for any communication or for soliciting information. This email will be used to organize survey data and/or notify you that you have been awarded a gift card.

Please provide your age on the scale below.

_____ 1 (1)

What is the highest level of school you have completed or the highest degree you have received?

❍ Less than high school degree (1)
❍ High school graduate (high school diploma or equivalent including GED) (2)
❍ Some college but no degree (3)
❍ Associate degree in college (2-year) (4)
❍ Bachelor's degree in college (4-year) (5)
❍ Master's degree (6)
❍ Doctoral degree (7)
❍ Professional degree (JD, MD) (8)

Choose one or more races that you consider yourself to be:

❑ White (1)
❑ Black or African American (2)
❑ American Indian or Alaska Native (3)
❑ Asian (4)
❑ Native Hawaiian or Pacific Islander (5)
❑ Other (6) _____

What is your sex?

○ Male (1)
○ Female (2)
○ Non-binary (3)

What is your denominational affiliation?

○ Protestant- Presbyterian (1)
○ Protestant- Methodist (2)
○ Protestant- Baptist (3)
○ Protestant- Episcopal (4)
○ Protestant- Lutheran (5)
○ Catholic (6)
○ Jewish (7)
○ Non-denominational (8)
○ Other (9)

What is your role within the organization you are representing at ARW?

○ Pastor (Ordained) (1)
○ Pastor (Non-ordained) (2)
○ Director (3)
○ Advisor (4)
○ Volunteer (5)
○ Educator (7)
○ Other (6) _____

Which statement best describes your current employment status?

- ◯ Working (paid employee) (1)
- ◯ Working (self-employed) (2)
- ◯ Not working (temporary layoff from a job) (3)
- ◯ Not working (looking for work) (4)
- ◯ Not working (retired) (5)
- ◯ Not working (disabled) (6)
- ◯ Not working (other) (7) _____
- ◯ Prefer not to answer (8)

How long have you been working with youth?

- ◯ Less than 1 year (1)
- ◯ 1-5 years (2)
- ◯ 6-10 years (3)
- ◯ 11-15 years (4)
- ◯ 16-20 years (5)
- ◯ 21+ years (6)

Which of the following best describes your tenure in your current role?

- ◯ Less than 1 year (1)
- ◯ 1-2 years (2)
- ◯ 3-5 years (3)
- ◯ 6-9 years (4)
- ◯ 10+ years (6)

Have you attended ARW before?

- ◯ Yes (1)
- ◯ No (2)

Which ARW workshops do you plan to attend? (In other words, which of these workshops did you register for?) Please check all that apply:

	Registered (1)
The Community that Plays Together (1)	❑
The Art of Tidying Up (2)	❑
Capturing the Past for the Future (3)	❑
Dance Like Nobody is Watching (4)	❑

Children's Ministry (5)	❏
Life Hacks and Church Hacks (6)	❏
Milestones of Faith (7)	❏
Games, Games, and More Games (8)	❏
Youth Ministry Fundamentals (10)	❏
Advanced Youth Ministry: After the Basics (11)	❏
Outdoor Adventures (12)	❏
Creatively Traditional/Defying Worship Style Categories (13)	❏
Construction Zone (14)	❏
If I Had a Hammer (15)	❏
Let's Play the Ukulele (16)	❏
Fused Glass (17)	❏
The Art of Stole Making (18)	❏
Dutch Oven Cooking (19)	❏
Learn to Play the Mountain Dulcimer (20)	❏
Stained Glass if We Can Do It, So Can You (21)	❏
Carving and Keepsake (22)	❏
Time Machines: Infinite Possibilities (23)	❏
24 (24)	❏
9 (9)	❏

The next two sections present youth worker core competencies and affiliated skills. First, you will be asked to identify how important each core competency is for your role within

your organization. Second, you will be asked to identify your current level of skill for each core competency.

First, indicate how IMPORTANT each of the given competencies are to your current role within the organization you are representing at ARW. You should NOT answer these according to your own abilities in these areas, but rather according to how necessary these competencies are for your organization to be successful.

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately important (3)	Very Important (4)	Extremely Important (5)
Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program. This includes, but is not limited, to the following skills: (I) interacts positively with others, individually and in groups, using strength-based approaches; demonstrates respectful communication; builds trust with others; listens to and engaging with participants; (2) gives others voice and choice (3) recognizes importance of program goals and whether or not participant outcomes are achieved (4) understands developmental milestones concerning physical, cognitive, emotional, and social development of children/youth (5) understands and can articulate program	○	○	○	○	○

	mission (1)				

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to comply with applicable safety and emergency requirements. This includes, but is not limited to, the following skills: (1) Knows and can comply with safety and health requirements, including safety and first aid procedures (2) Can recognize and report unsafe conditions and inadequate safety procedures; Is aware of program's policies with regard to risk management (3) Complies with prescribed agency procedures, such as	○	○	○	○	○

monitoring the whereabouts of participants, including their arrival and departure (4) Reports concerns about issues such as child abuse, domestic violence, and bullying; demonstrates ability to fulfill responsibilities as a mandated reporter of child abuse and neglect (1)					

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity. This includes, but is not limited to, the following skills: (1) Actively engages children and youth and fosters positive relationships (a) with the participants and (b) between participants and their peers (2) Makes children and youth feel physically and emotionally safe and part of the group (3) Identifies and responds to factors that give rise to feelings of exclusion among children and youth (4) Demonstrates appreciation for and sensitivity to the diverse languages, cultures, traditions, family structures, and perspectives of others (5) Demonstrates knowledge of own culture and traditions/biases;	○	○	○	○	○

promotes inclusiveness by challenging unexamined assumptions and stereotypes (6) Interacts constructively with colleagues, participants, families, school personnel, and others to support participants' learning and to defuse conflict (1)					

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to foster academic and non-academic skills and broaden participant horizons. This includes, but is not limited to, the following skills: (1) Demonstrates sufficient knowledge of subjects relating to job responsibilities. Level of knowledge required will depend upon the ages of the participants and nature of the activities (2) Fosters an effective learning environment for all participants (3) Helps children and youth develop learning skills by exploring their ideas and challenging their thinking, for example, by encouraging them to be questioning, helping them develop good study skills, and promoting problem-	❍	❍	❍	❍	❍

solving approaches (4) Uses formal and informal activities to stimulate curiosity and enhance learning (5) Engages participants in project-based activities and group discussions and introduces them to cultural, educational, and technological resources to help them explore opportunities that will enrich their lives (1)					

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to effectively implement curricula and program activities. This includes, but is not limited to, the following skills: (1) Demonstrates relevant knowledge, skills, experience, and ability to access relevant resources to implement curricula and oversee activities (2) Prepares lesson plans that engage participants (3) Manages structured and unstructured activities in accordance with the principles of positive reinforcement (4) Routinely assesses progress towards goals and adjusts	❍	❍	❍	❍	❍

	activities as necessary (1)					

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to promote responsible and healthy decision-making among all participants. This includes, but is not limited to, the following skills: (1) Can convey with competence and sensitivity the key elements of healthy and safe living (diet, exercise, dental hygiene, etc.) and precautions and procedures for staying safe, in accordance with program policy (2) Promotes awareness of special health issues affecting participants and their communities such as obesity, diabetes, and	○	○	○	○	○

HIV/AIDS (3) Fosters responsible decision making by helping children and youth understand the implications of their personal choices (4) Understands and responds to the needs of participants to develop positive identities and feelings of self-efficacy (1)					

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to develop leadership, team-building, and self-advocacy skills among participants. This includes but is not limited to: (1) Provides opportunities for children and youth to participate in decision making about program activities and lead team projects (2) Fosters decision-making and problem-solving skills (3) Highlights topics and issues relevant to the interests of participants and their families and communities; teaches self-advocacy (4) Encourages participants to take responsibility for the content and process of	○	○	○	○	○

group work, learn from each other, and demonstrate increased leadership (5) Develops participants' capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures (1)					

Please select the appropriate response.

	Not at all Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
Ability to behave professionally. This includes but is not limited to: (1) Sets and maintains appropriate and culturally sensitive physical, emotional, and sexual boundaries in interactions with program participants and staff (2) Maintains confidentiality, keeping with applicable laws and agency policy (3) Strives for professional growth by demonstrating interest and willingness to pursue available training and professional development (4) Gives and receives constructive feedback and continuously reflects on own performance (5) Recognizes own strengths and limitations and seeks assistance from supervisors when needed (6) Models key elements of affirmative relationships (willingness to listen, share, be supportive, and collaborate), including responsiveness; respectfulness; sensitivity to needs and different work and learning styles (7) Connects participants to local community resources where appropriate (8) Recognizes cases where direct assistance is inappropriate and reports concerns to a supervisor or	○	○	○	○	○

	other senior staff (1)					

Now, please indicate your CURRENT LEVEL OF SKILL for each of the given competencies. Here, you should indicate how well you can perform these skills.

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program. This includes, but is not limited, to the following skills: (I) interacts positively with others, individually and in groups, using strength- based approaches; demonstrates respectful communication; builds trust with others; listens to and engaging with participants; (2) gives others voice and choice (3)	○	○	○	○	○

recognizes importance of program goals and whether or not participant outcomes are achieved (4) understands developmental milestones concerning physical, cognitive, emotional, and social development of children/youth (5) understands and can articulate program mission (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to comply with applicable safety and emergency requirements. This includes, but is not limited to, the following skills: (1) Knows and can comply with safety and health requirements, including	○	○	○	○	○

safety and first aid procedures (2) Can recognize and report unsafe conditions and inadequate safety procedures; Is aware of program's policies with regard to risk management (3) Complies with prescribed agency procedures, such as monitoring the whereabouts of participants, including their arrival and departure (4) Reports concerns about issues such as child abuse, domestic violence, and bullying; demonstrates ability to fulfill responsibilities as a mandated reporter of child abuse and neglect (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity. This includes, but is not limited to, the following skills: (1) Actively engages children and youth and fosters positive relationships (a) with the participants and (b) between participants and their peers (2) Makes children and youth feel physically and emotionally safe and part of the group (3) Identifies and responds to factors that give rise to feelings of exclusion among children and youth (4) Demonstrates appreciation for and sensitivity to the diverse languages, cultures, traditions, family structures, and perspectives of others (5) Demonstrates knowledge of own culture and traditions/biases;	○	○	○	○	○

promotes inclusiveness by challenging unexamined assumptions and stereotypes (6) Interacts constructively with colleagues, participants, families, school personnel, and others to support participants' learning and to defuse conflict (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to foster academic and non-academic skills and broaden participant horizons. This includes, but is not limited to, the following skills: (1) Demonstrates sufficient knowledge of subjects relating to job responsibilities. Level of knowledge required will depend upon the ages of the participants and nature of the activities (2) Fosters an effective learning environment for all participants (3) Helps children and youth develop learning skills by exploring their ideas and challenging their thinking, for example, by encouraging them to be questioning, helping them	○	○	○	○	○

develop good study skills, and promoting problem-solving approaches (4) Uses formal and informal activities to stimulate curiosity and enhance learning (5) Engages participants in project-based activities and group discussions and introduces them to cultural, educational, and technological resources to help them explore opportunities that will enrich their lives (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to effectively implement curricula and program activities. This includes, but is not limited to, the following skills: (1) Demonstrates relevant knowledge, skills, experience, and ability to access relevant resources to implement curricula and oversee activities (2) Prepares lesson plans that engage participants (3) Manages structured and unstructured activities in accordance with the principles of positive reinforcement (4) Routinely assesses progress towards goals and adjusts activities as	○	○	○	○	○

necessary (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to promote responsible and healthy decision-making among all participants. This includes, but is not limited to, the following skills: (1) Can convey with competence and sensitivity the key elements of healthy and safe living (diet, exercise, dental hygiene, etc.) and precautions and procedures for staying safe, in accordance with program policy (2) Promotes awareness of special health issues affecting participants and their communities such as obesity, diabetes, and HIV/AIDS (3) Fosters responsible decision making by helping children and youth understand the	O	O	O	O	O

	implications of their personal choices				
(4) Understands and responds to the needs of participants to develop positive identities and feelings of self-efficacy (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effective (3)	Very Effective (4)	Extremely Effective (5)
Ability to develop leadership, team-building, and self-advocacy skills among participants. This includes but is not limited to: (1) Provides opportunities for children and youth to participate in decision making about program activities and lead team projects (2) Fosters decision-making and problem-solving skills	◯	◯	◯	◯	◯

(3) Highlights topics and issues relevant to the interests of participants and their families and communities; teaches self-advocacy (4) Encourages participants to take responsibility for the content and process of group work, learn from each other, and demonstrate increased leadership (5) Develops participants' capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures (1)					

Please select the appropriate response.

	Not at all Effective (1)	Slightly Effective (2)	Moderately Effecitve (3)	Very Effective (4)	Extremely Effective (5)
Ability to behave professionally. This includes but is not limited to: (1) Sets and maintains appropriate and culturally sensitive physical, emotional,	○	○	○	○	○

and sexual boundaries in interactions with program participants and staff (2) Maintains confidentiality, keeping with applicable laws and agency policy (3) Strives for professional growth by demonstrating interest and willingness to pursue available training and professional development (4) Gives and receives constructive feedback and continuously reflects on own performance (5) Recognizes own strengths and limitations and seeks assistance from supervisors when needed (6) Models key elements of affirmative relationships (willingness to listen, share, be supportive, and collaborate), including responsiveness; respectfulness; sensitivity to needs and different work and learning styles (7) Connects participants to local community resources where appropriate (8) Recognizes cases where direct assistance is inappropriate and reports concerns to a supervisor or other senior staff (1)					

(POSTTEST) Which workshops, events, or aspects of ARW were the most influential regarding job-related competencies within your work?

(POSTTEST) How, if at all, did the ARW workshops and events influence your job-related competencies and how well you perform your work?

The following sections provide statements regarding job-related motivation. The sections' purpose is to better understand your personal and professional reasons for being involved in your current position.

Using the scale below, please indicate to what extent each of the following items corresponds to the reason why you are presently involved in your work.

	Does not Correspond at All (1)	(2)	(3)	Corresponds Moderately (4)	(5)	(6)	Corresponds Exactly (7)
Because this is the type of work I chose to do to attain a certain lifestyle (1)	○	○	○	○	○	○	○
For the income it provides me (2)	○	○	○	○	○	○	○
I ask myself this question, I don't seem to be able to manage the important tasks related to this work (3)	○	○	○	○	○	○	○
Because I derive much pleasure from learning new things (4)	○	○	○	○	○	○	○
Because it has become a fundamental part of who I am (5)	○	○	○	○	○	○	○
Because I want to succeed at	○	○	○	○	○	○	○

	this job, if not I would be very ashamed of myself (6)						
	○	○	○	○	○	○	○

Using the scale below, please indicate to what extent each of the following items corresponds to the reason why you are presently involved in your work.

	Does Not Correspond at All (1)	(2)	(3)	Corresponds Moderately (4)	(5)	(6)	Corresponds Exactly (7)
Because I chose this type of work to attain my career goals (1)	○	○	○	○	○	○	○
For the satisfaction I experience from taking on interesting challenges (2)	○	○	○	○	○	○	○
Because it allows me to earn money (3)	○	○	○	○	○	○	○
Because it is part of the way in which I have chosen to live my life (4)	○	○	○	○	○	○	○
Because I want to be very good at this work,	○	○	○	○	○	○	○

otherwise I would be very disappointed (5)							
I don't know why, we are provided unrealistic working conditions (6)	○	○	○	○	○	○	○

Using the scale below, please indicate to what extent each of the following items corresponds to the reason why you are presently involved in your work.

	Does Not Correspond at All (1)	(2)	(3)	Corresponds Moderately (4)	(5)	(6)	Corresponds Exactly (7)
Because I want to be a "winner" in life (1)	❍	❍	❍	❍	❍	❍	❍
Because it is the work I have chosen to attain certain objectives (2)	❍	❍	❍	❍	❍	❍	❍
For the satisfaction I experience when I am successful at doing difficult tasks (3)	❍	❍	❍	❍	❍	❍	❍
Because this type of work provides me with security (4)	❍	❍	❍	❍	❍	❍	❍
I don't know, too much is expected of us (5)	❍	❍	❍	❍	❍	❍	❍
Because this job is part of my life (6)	❍	❍	❍	❍	❍	❍	❍

(POSTTEST) Why did you choose to attend ARW?

(POSTTEST) How, if at all, has attending ARW impacted your motivation to perform job-related tasks within your current role?

The next sections relate to you as a facilitator, leader, advisor, or volunteer. Please answer the next series based on how you feel about yourself now.

(POSTTEST) The next sections relate to you as a facilitator, leader, advisor, or volunteer. Before you answer, please indicate any workshops you attended that inform your perception of how you feel about yourself now.

- ❏ The Community that Plays Together (1)
- ❏ The Art of Tidying Up (2)
- ❏ Capturing the Past for the Future (3)
- ❏ Dance Like Nobody is Watching (4)
- ❏ Children's Ministry (5)
- ❏ Life Hacks and Church Hacks (6)
- ❏ Milestones of Faith (7)
- ❏ Games, Games, and More Games (8)
- ❏ Youth Ministry Fundamentals (9)
- ❏ Advanced Youth Ministry: After the Basics (10)
- ❏ Outdoor Adventures (11)
- ❏ Creatively Traditional/Defying Worship Style Categories (12)
- ❏ Construction Zone (13)
- ❏ If I Had a Hammer (14)
- ❏ Let's Play the Ukulele (15)
- ❏ Fused Glass (16)
- ❏ The Art of Stole Making (17)
- ❏ Dutch Oven Cooking (18)
- ❏ Learn to Play the Mountain Dulcimer (19)
- ❏ Stained Glass if We Can Do it, So Can You (20)
- ❏ Carving and Keepsake (21)
- ❏ Time Machines: Infinite Possibilities (22)

Please indicate the appropriate response for each statement.

	Strongly Disagree (9)	Disagree (10)	Somewhat Disagree (11)	Neither agree nor Disagree (12)	Somewhat Agree (13)	Agree (14)	Strongly agree (15)
I consider myself experienced in facilitating groups (1)	○	○	○	○	○	○	○
I believe in the goals of ARW (2)	○	○	○	○	○	○	○
I follow pre-designed program plans (3)	○	○	○	○	○	○	○
I have enough training to facilitate programs (4)	○	○	○	○	○	○	○
I trust in ARW (5)	○	○	○	○	○	○	○
I am "bought in" to ARW (6)	○	○	○	○	○	○	○
I am prepared to facilitate programs due to my general facilitating experience (7)	○	○	○	○	○	○	○

I feel well trained to facilitate (8)	○	○	○	○	○	○	○

Please indicate the appropriate response for each statement.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
Deviating from the program plan allows facilitators to meet program goals (1)	❍	❍	❍	❍	❍	❍	❍
A program plan limits my ability to facilitate (2)	❍	❍	❍	❍	❍	❍	❍
The ability to change a program plan is important to achieve quality outcomes (3)	❍	❍	❍	❍	❍	❍	❍
The training I have received has prepared me to facilitate (4)	❍	❍	❍	❍	❍	❍	❍
I would recommend this ARW to other	❍	❍	❍	❍	❍	❍	❍

groups (5)							
It is important to deliver ARW programs as designed (6)	❍	❍	❍	❍	❍	❍	❍
I have a high level of experience facilitating groups (7)	❍	❍	❍	❍	❍	❍	❍

(POSTTEST) How, if at all, did the workshops you selected impact how well you facilitate programs as designed? Please explain your answer.

(POSTTEST) To what extent, if at all, do you feel more equipped or experienced to lead/facilitate groups after attending ARW? Please explain your answer.

Thank you for taking the time to participate in our survey! Your input and experiences are essential for better understanding the impacts continuing education has on FBYL. We look forward to seeing your responses post-ARW!